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ABSTRACT

Strategies for teacher selection, recruitment, and retention are summarized in this report, which is based on results of a national survey of trends, practices, and opinions of school administrators. Thirteen chapters are contained in three sections, which deal specifically with the teacher selection, recruitment, and retention processes. The first part on teacher selection provides information on the qualities of good teaching, traits for excellence, standards for teacher selection, and selection procedures and strategies. Part 2 on teacher recruitment describes locating areas of teacher supply, planning the recruitment effort, and improving recruitment strategies. Part 3 examines factors for teacher commitment and mobility, outlines strategies for keeping quality teachers, identifies factors for teacher retention, and discusses the role of salary schedules and incentives for growth. Examples of successful school district strategies are included at the end of each section. (LMI)

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Selecting, Recruiting, and Keeping Excellent Teachers

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PROBLEMS ★ SOLUTIONS

AASA CRITICAL ISSUES REPORT

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EA 022 412

The AASA Critical Issues Series

"I can always get teachers for any of my classrooms. So what's the problem?"

The problem is not merely to find "people who will keep school." The problem is to select, recruit, and hold teachers who will prepare students to function in the 21st century — teachers who will promote student thinking and reasoning skills; who will use technology to the utmost; who will serve the educational needs of at-risk students and the swelling minority enrollments; and who will raise the self-esteem of all learners.

The problem, further, is to locate sources of teacher supply for mathematics, science, and bilingual and special education.

The problem is to identify, attract, and retain in our schools professionals with a commitment to children, youth, and the cause of education.

To explore these problems and to search for solutions, the American Association of School Administrators conducted a nationwide survey of trends, practices, and opinions among school administrators. The results are summarized in this Critical Issues Report — *Selecting, Recruiting and Keeping Excellent Teachers: Problems and Solutions*.

The report was written by Mary Steuteville-Brodinsky, Russ Burbank, and Charles H. Harrison. It was developed under the editorial direction of Ben Brodinsky. Washington-based education writer Kristen Amundson provided editorial assistance and AASA Communications Director Luann Fulbright managed production and design.

Our thanks go to the school administrators who responded to our survey and to all those in state departments of education and colleges and universities who provided a wealth of information.

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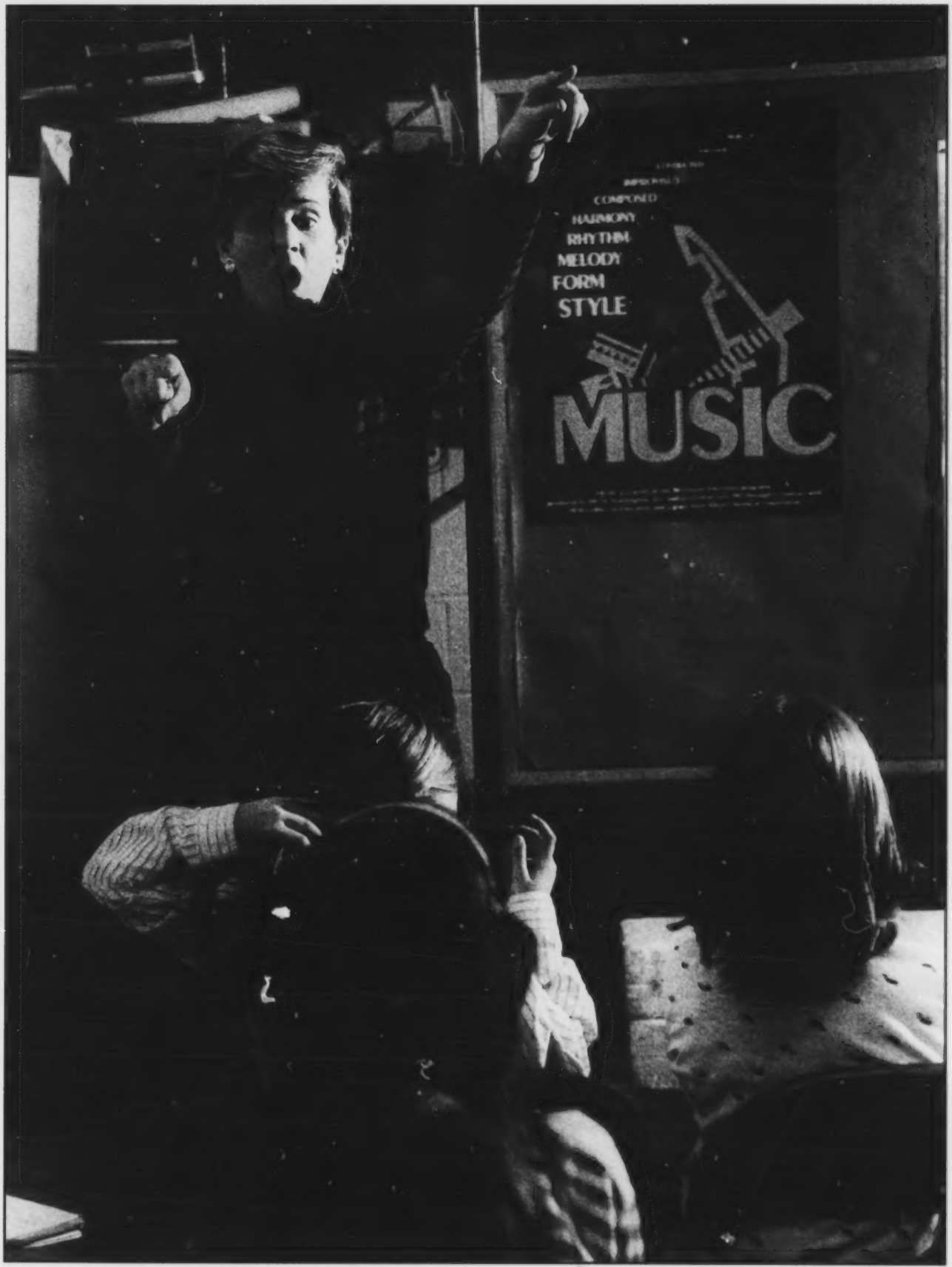
AASA Critical Issues Report

Selecting, Recruiting and Keeping Excellent Teachers

Problems and Solutions

By Mary Steuteville-Brodinsky,
Russ Burbank and Charles Harrison

Developed under the editorial direction of
Ben Brodinsky
American Association of School Administrators



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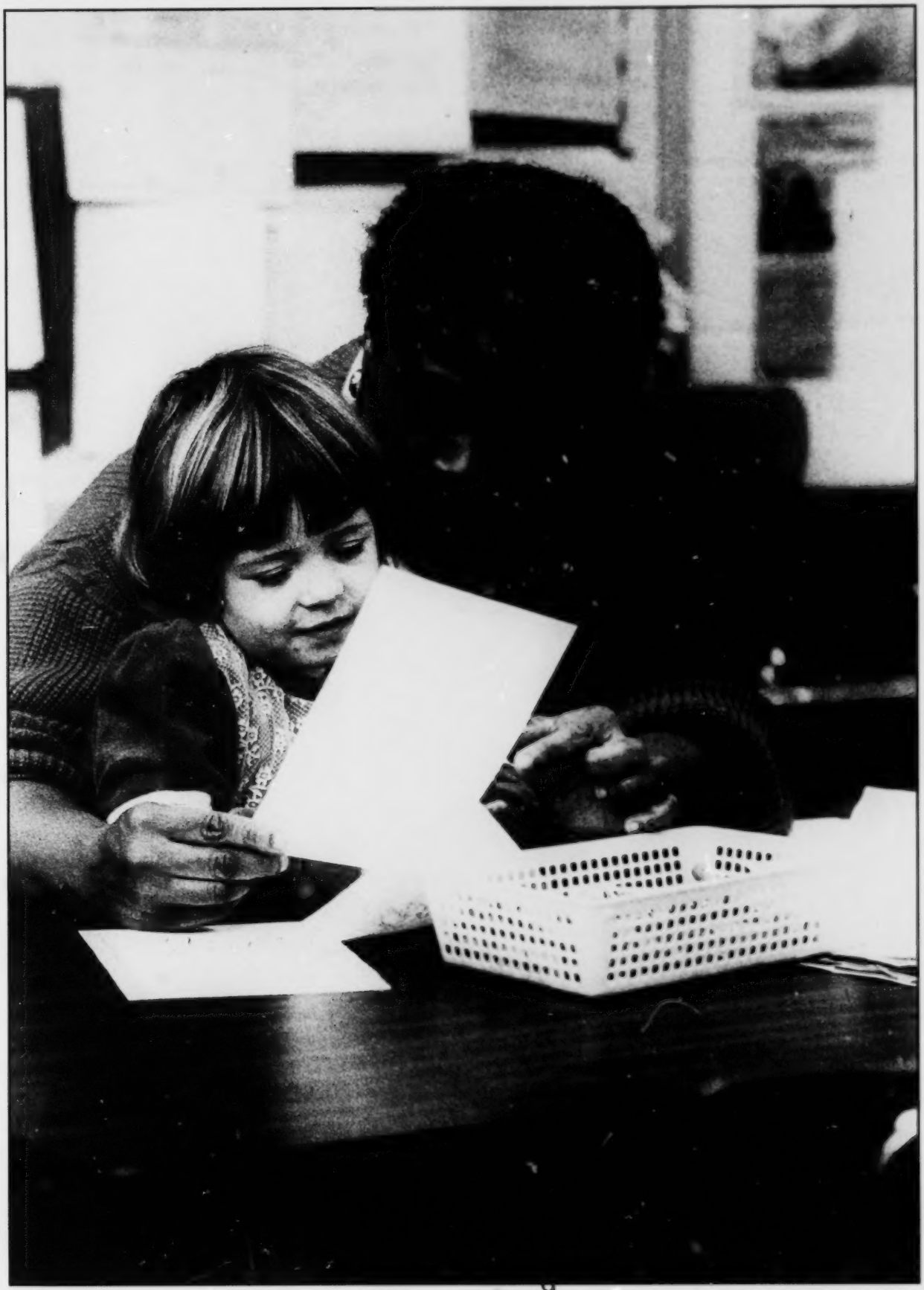

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BACKGROUND OF THE PROBLEM

Understanding the Facts of Today's Teacher Supply and Demand

What do we mean by teacher shortage: inadequate numbers of teachers *or* inadequate numbers of good teachers for the right subjects? — Where can school districts get the right teachers? — Sources of supply: teacher training institutions, certified teachers who have never taught, teachers who have taught, left, and wish to return — Using the pool of the retired — Disputes among experts regarding teacher supply — But select, recruit, and retain you must! regardless of arguments

Hard facts are difficult to get. Estimates vary widely. Conclusions are being drawn from disparate bits and pieces of information, and are often colored by the needs of the people dispensing the data. But, thousands of words and dozens of charts add up to the fact that there will be a teacher shortage during the early 1990s.

Debate has swirled around definitions of "teacher shortage," and whether we mean a "shortage in mere numbers" or "a shortage of quality teachers."

The debate is important. Having an adequate number of teachers is central to the future of American education. But the debate can become a self-correcting prophecy that will influence the teacher supply: If college students believe there will be a shortage, and that jobs probably will be plentiful, they will be encouraged to enter the field. If they believe that jobs probably will not be plentiful, fewer students probably will train to become teachers.

Data provided by the federal government's National Center for Educational Statistics (NCES) indicate that, at a minimum, the nation will need to hire some 200,000 new teachers a year through 1993, and that student enrollment in public schools will climb by approximately 2.5 percent each year from now until 1997.

These statistics don't mean that every city and town in the United States will have to devote more resources to recruiting teachers; some school systems will continue to have more qualified applicants than vacancies. However, school districts in certain locations will have serious overall shortages, and all school systems are likely to face increasing shortages of teachers in certain subjects. Furthermore, shortages of teachers may eventually result in a shortage of administrators.

Whatever the numbers, the teacher shortage is being generally recognized as something school districts will have to deal with. As the RAND Corporation, a not-for-profit research group, noted in its 1987 study, "Effective Teacher Selection: From Recruitment to Retention":

> Growing enrollments, pending retirements, and educational reform initiatives have given rise to an increasing demand for teachers in the nation's public schools. The supply of teachers, on the other hand, has been declining. It is anticipated that, in 1992, the supply of newly graduated teachers will fill only two-thirds of the positions available. Inner-city and rural school districts will have to contend with the effects of growing competition for teachers.

Looking at enrollments

In considering the supply of teachers, one fact that must be examined is the number of students likely to occupy the nation's classrooms. In 1988-89, enrollments were static, with about 40 million students attending public elementary and secondary schools in the United States. School population figures have changed only slightly in recent years, although the recent "baby echo" has increased the number of elementary students, reversing the declining rates recorded throughout the 1970s and early 1980s. Recent declines in the number of high school graduates are expected to continue for the next eight years, resulting in a 20.1 percent drop between 1980 and 1995. Increases in the elementary grades will be accompanied by continued decreases in the secondary grades.

The largest growth has been in the preschool-age population which, according to a U.S. Census Bureau report, has reached its highest level since 1967. The number of children under age 5 increased by 1.7 million (10.3 percent) between 1980 and 1985, reaching 18 million. And, because of the population growth in both the three-to-five-year-old and under-three age groups, this rising trend will continue into the 1990s. The increasing number of pre-school children is causing teacher shortages at this age level.

Linda Darling-Hammond, of RAND's Center for the Study of the Teaching Profession, has written of teacher supply and demand as follows: "There's a lack of agreement on what constitutes a real shortage. The answer depends on who is asking and who is answering and what each would like to believe....A simple yes or no answer to the question of how severe shortages are and what they really mean does not exist....Issues of teacher shortages are ultimately political....If teacher shortages exist, then inducements to teaching must be found; if they can be discounted, the status quo can prevail."

Darling-Hammond also points out that the definition of the word "teacher" is not static. "With changes in certification and hiring standards, the supply of teachers can be altered at will....Supply can always equal demand. Essentially, the competing claims about teacher shortages are arguments over the desirability of raising standards and salaries, on the one hand, or maintaining current conditions, on the other."

The teacher-training issue

Will there be enough qualified new teachers to meet future needs? The answer, again, is that predictions vary. The proportion of college graduates with a major in education has declined sharply since the early 1970s. The National Education Association therefore concludes that by 1993 the need for new teachers will exceed the number of new teacher graduates by 37 percent. But Darling-Hammond says that figure may be misleading, because many new teacher-training graduates never teach or become certified — on average only about 75 percent actually enter teaching.

It is certain that few students are pursuing teaching careers. According to the American Council on Education, only 7.3 percent of 1986 college freshmen expressed an interest in teaching as a career. This is up from a record low of 4.7 percent in 1982 — but it doesn't match the decline of 74 percent between 1968 and 1985.

The number of teacher-college graduates is not the whole story. Many states either already have made or are in the process of making their certification requirements more flexible, to enable college graduates who major in subjects other than education to become certified teachers if they take required education courses. Many of the nation's new teachers will likely come from this source. Other sources may be people who receive emergency certification and people changing careers from other occupations. For many, these alternative approaches are a hotbed of controversy.

The recycled teachers

Still another potentially large source of teachers exists: the thousands of certified teachers who either have left the profession or have never taught. But these people are not likely to return to teaching unless the pay and working conditions become more attractive — at least that is what the NEA and the AFT assert. Yet, the ability to mesh teaching with family responsibilities has always been an enticement to enter the profession, and experienced teachers such as women who interrupt their careers to start a family have for decades been a key source of supply for the nation's schools. In some school systems, in fact, these teachers are the preferred source of new talent.

A recent study of Michigan's teacher supply showed that one-fourth of those who were still in the teaching force 11 years after they entered it had left for a while and then returned. The study concluded: "It now appears that a surprisingly large proportion of the new teachers hired each year are coming from the reserve pool." A Connecticut survey found that in September 1986, 76 percent of the newly hired public school teachers had prior teaching experience. Figures for New York State were similar.

Richard J. Murnane, of Harvard University, wrote in the *Harvard Educational Review* that it is wrong to look at teaching as an occupation that people enter, stay in for a

Percent of Freshmen Indicating Elementary or Secondary Education as Their Probable Career 1970-1986

"The teacher training issue"

1970	19.3%
1971	15.4
1972	12.1
1973	8.8
1974	7.7
1975	6.5
1976	8.0
1977	6.9
1978	6.2
1979	6.4
1980	6.0
1981	5.5
1982	4.7
1983	5.1
1984	5.5
1985	6.2
1986	7.3

Source: American Council on Education

while, and then leave forever. "The teacher labor market simply does not work that way, especially for women," he declared. Murnane added:

> The U.S. Department of Education's statistical model of teacher demand and supply does not consider reentrants as a source of supply. In that model, only newly minted college graduates are considered as part of the supply of potential teachers, despite the fact that such people constitute only a minority of new hires...One consequence of this deficiency in the Department of Education's model is that it will generate predictions of teacher shortages that are far more serious than those experienced by school districts that...look not only to new college graduates to fill teacher vacancies, but also to the large pool of teachers who left teaching at some time in the past and would like to return.

How many retirements?

The number of teachers who will retire in the next few years obviously is going to help determine whether a crucial shortage materializes. NEA Past President Mary Hatwood Futrell predicted in 1987 that nearly half of the nation's 2.2 million teachers plan to retire within 15 years and will have to be replaced. Futrell cited the rising average age of teachers, up from 37 in the 1950s and 1960s to 43 in 1987, as a sign that fewer younger people are entering teaching and more teachers will be retiring soon. AFT President Albert Shanker has also said that retirements will increase. RAND Corporation officials add that an aging teacher force means that the number of retirements will climb in the future.

This picture of a flood of teacher retirements has been disputed by Daniel Hecker, an economist with the U.S. Department of Labor, who has argued that the present pool of teachers age 45 and older is only slightly larger than it was in 1978; therefore, the number of retirements in the next decade should be about the same as it was in the last. And, because attrition rates vary with age, subject taught, and length of service, using one rate to predict shortages across states, fields, or grade levels may not be accurate.

Hecter's report, "Teachers' Job Outlook: Is Chicken Little Wrong Again?" (published in the *Occupational Outlook Quarterly*), predicted that a shortage is unlikely to develop by 1995 due to the recent improvements in teacher pay and status. He acknowledged that not every school district can or will be able to fill every vacancy with certified teachers, but observed: "In reality, teaching is too diverse an occupation to be described accurately in terms of 'shortages or surpluses.'"

He went on to say: "A vigorous, broad-based education-reform movement will almost certainly contribute to an increase in the supply of teachers....Changes being brought on by education reform measures, such as higher pay and higher status for teachers, in combination with normal market adjustments, should not only prevent shortages from materializing, but may even enable schools to be more selective in hiring."

Whose figures are right?

Hecker's appraisal of teacher supply is hotly contested by teacher union officials who charge that the Hecker report does not take into consideration the issue of teacher quality, a key concern of the current debate.

C. Emily Feistritzer, director of the private Washington, D.C.-based National Center for Education Information and proprietor of a teacher-placement service, has entered the debate with her 1987 assertion that, "America's public school districts have more than enough applicants for every teaching position...." She said her NCEI survey of 93 school placement officers showed their schools would be opening with all teaching positions filled, although the placement officers reported that they didn't have as many qualified applicants as they would like to have. Their only problems were in finding teachers for science, mathematics, and special education. Said Feistritzer: "There are clearly far more people trying to find teaching jobs this year (1987) than there are positions available."

Feistritzer has also decried "scare stories about a coming teacher shortage" and has contended that the teacher supply picture is expanding, that the number of people studying to be teachers is going up, and that people entering teaching today are apt to be older and better qualified than their colleagues. She cited "the proliferation of states offering ways to become certified to teach without demanding that the applicant endure a plethora of education courses." She added: "There are fewer excuses now than ever before for hiring teachers from the bottom of the barrel." Feistritzer argued that teachers' salaries are comparable to what college graduates can reasonably expect to make in many professions, and have far outstripped inflation in every state in each of the past four years. She noted that there has been a dramatic increase in the number of college graduates and that today, about one in five of the 148 million adults age 25 and older has at least a bachelor's degree.

"There has never been a greater opportunity to recruit the best and brightest into teaching. Continuing to present teachers as underpaid low-status malcontents working under deplorable conditions — claims many who have controlled the profession for decades persist in making and for which there is diminishing evidence — surely is not the way to attract intelligent and eager people into the profession," Feistritzer has proclaimed.

Why are teachers quitting?

Teacher unions have a keen interest in the teacher shortage issue and are analyzing it to their advantage. For example, AFT's Shanker has reiterated the estimate that half of the nation's teachers — 1.1 million out of 2.2 million — are expected to leave teaching in the next six years. Explaining why, he wrote: "Many hired during the baby boom period have served long enough to retire. Of course, not all who leave retire. Hundreds of thousands have 'had it' with low salaries, little respect, and tough conditions....The world seems to be full of ex-teachers, but not many ex-doctors, ex-dentists or ex-engineers. If there's going to be a serious shortage, we need to find ways to keep the talent we have and reduce teacher dropout. (Or is it 'pushout?')"

As for the teacher supply, Shanker added: "...Most school districts fail to realize that the usual supply of teachers is just not there. In the last half century, we filled teaching positions not because many were attracted to teaching, but because they were pushed into the job trying to escape other problems. Many outstanding teachers spent years waiting to enter the profession during the Great Depression because it was a steady job during a time of massive unemploy-

ment....(Later) many college graduates wanted to avoid the draft, and teaching in a hard-to-staff school meant an exemption. So many decided to serve in New York, Chicago, or Boston rather than Korea or Vietnam. With the end of the draft, we lost this source....

"Of course," Shanker continued, "whenever there is a teacher shortage, someone, regardless of qualifications, is always hired. The schools are not merely educational institutions; they are also custodial, and the custodial function is always fulfilled even at the cost of destroying the educational one. That's why something different needs to be done. Otherwise we will be filling hundreds of thousands of classrooms with teachers who shouldn't be teachers, and who are incompetent, and yet who will be there not just for a semester or a year but for the next 20 or 30 years. What we do in the next few years will have long-range consequences."

Go West, Young Teacher — Please!

Western states face severe teacher shortages through the 1990s, according to the Western Interstate Commission for Higher Education.

Why? Because these states depend on hiring teachers out of state and they have a younger population with more children.

The region covered by the commission will be lacking 6,000 teachers by 1990. Alaska, Nevada, New Mexico, and Wyoming expect to have shortages of more than 60 percent. Arizona, Colorado, Idaho, and Oregon will experience shortages estimated at 36 to 60 percent. By 1995, the shortage in Western States could amount to 8,000 teachers annually.

Among western states, Alaska hires 88.5 percent of its teachers from out of state, the highest percentage in the region; Utah recruits the fewest, 26 percent.

Who is right in the teacher supply and demand debate? What should school leaders be doing about the shortage? Probably the best suggestion would be to heed the words of the RAND Corporation: "At present, we are left with indications of shortages in some teaching fields and locations; upswings in demand; signs that the shrinking supply of new teachers may have bottomed out; and a volatile policy environment that will complicate projections." Because all the pieces to this puzzle are not likely to be available soon, school officials must decide for themselves what to believe. "The real debate should be conducted on educational grounds. What policies and practices are most likely to strengthen the education received by students in schools?"

Vermont Foresees a Shortage

Studies in several states have been examining the question of a teacher shortage. One, by a task force in Vermont, determined that that state will have to replace up to one-half of its current teaching force by the year 2000, and will need an additional 1,000 teachers above the present number by then.

"There are strong indications that fewer qualified teachers will be available," the report said. "Shortages may not be in the number but in the quality of teacher candidates. There will likely be enough 'takers' for opening teaching positions. The central question...is whether sufficient numbers of talented, well qualified, well prepared individuals will be attracted to teaching and retained in the profession...."

To alleviate the problem, the report recommended higher salaries, better working conditions, increased teacher roles in decision-making, and expanded recruitment efforts to attract former teachers into teaching.

PART ONE

Selecting excellent teachers

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QUALITIES FOR GOOD TEACHING

Looking for Instructional Competencies

What new instructional skills do administrators seek in teacher candidates? Wanted: teachers who can use systematic approaches to instruction, enhance thinking and reasoning skills, make the most of technology in learning — Academic preparation is highly valued in candidates — Competencies of excellent teachers in elementary, middle, junior high, and high school grades

Young men and women applying for their first teaching positions in this decade will be teaching students well into the 21st century. No crystal ball is needed to predict that change — technological, economic, demographic — will so overwhelm our society in the years ahead that new types of schools, new subject matter, new modes of teaching will inevitably become part of our educational experience.

Already, the reforms proposed — avalanche-like — during the 1980s presage things to come. High on the list of what will and must come are teachers of excellence who will bring the challenges of the 21st century into the classroom.

The long-range undertaking of preparing such teachers is one for teacher-education institutions. But the more immediate challenge is one for school administrators: to seek and to select not only good candidates but the better and the best. And they must be candidates who will be able to equip students with the skills they will need in the year 2000, and beyond.

To take on this challenge, the superintendent and administrative staff — often in conjunction with teachers on the job — must put together their own sets of criteria for what constitutes good teaching and what characterizes a good teacher. Except in places where criteria for teacher evaluation are set by the state, local school districts are responsible for designing their own tools and methods for measuring the potential of teaching candidates and the performance of teachers on the staff.

Although it is not always possible to separate the instructional competencies needed by good teachers from other essential characteristics, it is useful to attempt to do so. This chapter looks at the instructional skills administrators are seeking in teacher candidates, and examines skills and abilities considered "the basics." Chapter 2 takes up the personal characteristics of excellent teachers.

Wanted: teachers with new skills

With the 1990s upon us, many school districts are looking for "better qualified teachers in general," "teachers with greater technical and professional competence" — and teachers with skills and abilities many administrators did not inquire about at all until just recently.

A survey for this Critical Issues Report asked superintendents to describe their methods for identifying good teachers and teacher candidates. One survey question was: "Is your district seeking any characteristics/qualifications in teacher candidates that it did not seek five years ago?" Approximately 60 percent of the administrators who replied said that they were. And more than half of new qualifications mentioned were instructional skills, techniques, and understandings that have come to the forefront of the professional consciousness only in this decade.

Here are some of the new things school administrators now want teachers to be able to do with proficiency:

- Understand and implement effective teaching models.
- Use computer-assisted instruction.

- Teach higher-level thinking and reasoning skills.
- Implement mastery teaching.
- Apply technologies — such as interactive video — in classroom instruction.
- Use computers for classroom management — grading, reporting, diagnostic purposes, etc.
- Teach to different learning styles.
- Use "hands-on" approaches in mathematics and science.
- Effectively implement "time-on-task."
- Put research-based instructional skills into practice.

Three typical comments, three trends

Many of the administrators, apparently, are of a mind with Lawrence A. Kiley, superintendent, Union Springs Central Schools, New York, who writes: "As part of our selection process, we give strong consideration to the candidate who has knowledge, understanding, and ability to demonstrate application of the effective teaching model."

Many also agree with Michael W. Jinks, superintendent, Warrensburg R-V Schools, Missouri, who reports that his district places strong emphasis on "varied instructional methods, knowledge of or experience with mastery teaching...and ability to use higher-order questioning to teach thinking."

Dozens of administrators also are in accord with Glen Newman, superintendent, Menifee Union School District, Sun City, California, who says his school system seeks information on "how knowledgeable a candidate is about the use of computers and computer-assisted instruction."

The comments indicate that concepts of good instruction are expanding in three directions: toward (1) use of systematic approaches in carrying out the instructional process, (2) emphasis on reasoning, thinking, problem-solving, and (3) use of computers and other technologies as instructional and class management tools.

Several respondents to the AASA survey predicted that because teachers will be using computers and computer programs aligned with learning objectives and instructional programs, it will become easier to track each student's progress in meeting objectives, assess achievement, diagnose learning problems, and prescribe remedial work. Thus the long-heralded scheme for helping every child meet performance objectives through individualization of instruction may become a reality for more children in the 1990s.

Two lessons from the recent past

Declining enrollments of the past decade and the need to reduce staff, plus some recent limitations on administrative authority to make staff assignments and transfers, are also influencing administrators' thinking on the qualifications desired in new teachers. Now and in the future, many administrators report, they want to employ:

- Only elementary teachers who can teach at various grade levels.
- Only secondary teachers certified to teach in several curriculum areas.
- Only teachers who are able, and declare themselves willing, to take on coaching or other extracurricular assignments.

Although administrators still have authority to assign and reassign, that authority has become less absolute. Teacher unions resist assignment of teachers "out of field" and some negotiated contracts forbid the practice. Contracts may specify that a teacher cannot be assigned an extracurricular job, even with additional pay, against his or her wishes. In addition, a tightening of teaching standards in many states — and by some school boards — makes it impermissible to assign a teacher a class, except briefly, for which the teacher does not have certification. For these reasons, many school administrators are seeking teachers with multiple certification and those who will state in writing before employment that they will coach or sponsor student activities.

New emphasis on academic background, cultural literacy

Many superintendents report they are paying close attention to the academic backgrounds of teacher candidates, to their communications skills and mathematical abilities. Comments on these points and the states from which the comments come include:

- "We are looking more closely at academic background — college attended, courses, grade-point average...." (New York)
- "We are trying to find candidates with more and better academic preparation...." (Nebraska)
- "To be considered for a teaching position, a candidate must have a college average of B or above. Only if the applicant satisfies all other requirements to a high degree is an exception justified." (Ohio)
- "We require an overall undergraduate grade-point average of 2.5 and a 3.0 GPA in the undergraduate major." (Georgia)
- "We are looking for teachers with better college preparation and grades in the liberal arts...." (Connecticut)
- "We've added a writing skills test for teacher candidates...." (Missouri)
- "We now test applicants for both writing skills and mathematics abilities with our own district-designed tests." (Illinois)

Administrators did not specify knowledge of subject matter as a *new* characteristic they sought in teachers — it has always been an important requirement. However, many reported a renewed emphasis on knowledge of subject matter and cultural literacy.

The basics in teaching

The new teaching competencies and qualifications being sought in teachers must be viewed in the context of all traits and abilities that characterize good teachers. What are the most important of these, in the opinion of school administrators? To get at this broader picture, the AASA questionnaire on identifying good teachers asked:

"What, in your opinion, are the characteristics of good elementary teachers today?...Of effective middle school and junior high school teachers?...Of effective high school teachers?" For each level, school administrators were asked to list five major points.

Responses were many and varied: Few administrators limited themselves to five important traits per level — some listed more than a dozen. However, of several hundred different characteristics considered important, the 20 below

were mentioned most frequently as of first importance for elementary teachers:

- Is caring, loves children/young people.
- Has good knowledge of subject matter.
- Can plan, organize instruction.
- Can organize, manage classroom.
- Works well with people; is cooperative.
- Has excellent instructional strategies, skills.
- Is dedicated to the profession.
- Has knowledge of child/youth development and learning process.
- Is student-oriented.
- Is enthusiastic.
- Has an open mind; is flexible.
- Has strong academic background.
- Has good communications skills.
- Can diagnose needs.
- Individualizes instruction.
- Handles discipline well.
- Is creative.
- Is positive, upbeat.
- Has sense of humor.
- Desires to grow professionally.

The same traits were also the top 20 mentioned for middle/junior high school teachers and senior high school teachers, although the order varied slightly; for example, "Has good knowledge of subject matter" ranked at the top for middle school and high school teachers and "Is caring, loves children/young people" ranked second. More than half of the respondents considered the characteristics of good teachers to be the same regardless of the level they taught.

What Research Shows About Effective Teaching

Research on what makes a teacher effective has gone through various phases and continues to evolve. Donald M. Medley sums up the history to 1980 in "The Effectiveness of Teachers," *Research on Teaching: Concepts, Findings, Implications* (1979, Society for the Study of Education, 5835 Kimbark Avenue, Chicago 60637).

Personality traits. In the earliest studies (circa 1890) and for a long time afterwards, the effectiveness of a teacher was believed to be the result of particular personality traits. Usually "experts" (professors, professional leaders) were asked to list the most important characteristics of the best teachers; at times, but rarely, students were asked to do so. In one study (1929), the six characteristics most often mentioned were **good judgment, self-control, considerateness, enthusiasm, magnetism,** and **adaptability.** Study after study pinpointed the traits *perceived* to be important, Medley points out. There was no check, for example, on whether the students of teachers "remarkable" for their "cooperation, personal magnetism, appearance, breadth and intensity of interest, considerations, and leadership" taught students more effectively than teachers who lacked these characteristics. Yet teachers far and wide were, and often still are, rated almost solely on the possession of such traits for employment and evaluation.

One early study (1934), however, took a different tack. Students were asked to name characteristics that distinguished the teacher who had taught them the most from the teacher whom they had liked best. Four common distinctions mentioned foreshadowed results of the research on effective schools a half century later: According to the students, the teacher from whom they had learned the most "made greater demands of students," "had more teaching skills," "had more knowledge of subject matter," and "had better discipline" than the one they liked best.

A matter of method. Early in this century, while some researchers were studying the personal traits of effective teachers, others were examining the effectiveness of educational methods. Typically, control classes and experimental classes were taught by two different methods to determine in which classes students achieved more as measured by standardized tests. Often the results were inconclusive; probably, Medley believes, because the same method, used by different teachers with quite different teaching skills and abilities, would bring different results. Usually the studies compared two educational methods; care was taken to match pupils in the experimental and control groups, but few teachers were involved and there was no analysis of their characteristics or teaching behaviors.

Behavior patterns. Beginning about 25 to 30 years ago, research began to focus on what the teacher *does* in the classroom (teacher behavior) and on pupil learning (teacher effectiveness). This "process-product" research continues.

15 Traits Make a Difference

The 15 traits listed below are common to most effective teachers. Not all good teachers will use every one of the techniques or exhibit every characteristic. However, they are the traits most commonly identifying good teachers, according to research conducted since 1970.

Effective teachers for the most part:

- Tend to be good managers.
- Use systematic instruction techniques.
- Have high expectations of their students and themselves.
- Believe in their own efficacy.
- Vary teaching strategies.
- Handle discipline through prevention.
- Are usually warm and caring.
- Are democratic in their approach.
- Are task-oriented.
- Are concerned with perceptual meanings rather than facts and events.
- Are comfortable interacting with students.
- Have a strong grasp of subject matter.
- Are readily accessible to students outside of class.
- Tailor their teaching to student needs.
- Are highly flexible, enthusiastic, and imaginative.

From "Effective Teaching: Observations from Research," *16 pages, 1986, AASA.*

Rather than being concerned with teacher characteristics, as such, these studies examine how the teacher teaches. Specific teaching behaviors are observed and classified as to pattern — for example, the various things a teacher does to make points of a lesson clear may be classified under the pattern "clarity"; the means a teacher uses to keep student attention focused on the lesson at hand may be classified under the pattern "task-orientation." Among the behavior patterns identified (1973) as distinguishing effective and ineffective teaching were clarity, variability, enthusiasm, task-orientation, use of structuring comments. Medley says that "most of these teaching patterns could conceivably be modified by appropriate training."

Competencies. As research on teacher behavior continues, teacher effectiveness is conceived as a possession of a large set of competencies — skills, abilities, attitudes, knowledge — that a teacher calls forth at the time the competency is needed, depending on teaching objective, content, and student. Although some of the competencies are seen as basic to all teaching, some are useful only for particular purposes. What distinguishes a competency from a behavior pattern, says Medley, is that a competency is used under certain circumstances — for example, the ability to ask higher-order questions is a competency. An effective teaching behavior, on the other hand, is of general usefulness — for example, restating a key idea to make a point in the lesson clear.

Effective schools research. Extensive research in the past 10 to 15 years has established important differences between effective and ineffective teachers and between effective and ineffective schools.

"Effective Teaching: Observations from Research," a booklet published in 1986 by AASA, briefly sums up the research of the past 15 years that has identified what makes a teacher effective. From research published between 1970 and 1985, the summary highlights 15 characteristics and techniques effective teachers have or use in common — see box "15 Traits Make a Difference."

A look at the effective teacher in an effective school, also drawn from research of the past 10 to 15 years — see box on this page—reveals similar traits to be effective.

Many educators believe that to achieve the general competencies identified in effective schools research — note in the box such items as "use direct instruction," "keep students on task," "maintain an academic focus" — teachers must have subsets of teaching skills, strategies, abilities, and knowledge of child development and subject matter. In other words, very specific skills within the general competencies must be called forth when teaching particular subject matter to particular students.

Said one researcher: "Experienced teachers have often noted that their years of teaching have given them extensive repertoires of effective explanations, demonstrations, illustrations, examples, diagrams, anecdotes, stratagems, etc. for the myriad of concepts and principles that they teach and the many understandings and skills their students need to acquire....Research on teaching may need to do fine-grained work that will yield better ways of teaching a specific skill (such as long division) to a specific kind of pupil (an anxious fifth-grader)." (N.L. Gage, "The Generality of Dimensions of Teaching," *Research on Teaching: Concepts, Findings, and Implications*, 1979.)

Recent (1989) research on teacher competencies is increasingly subject specific — that is, focusing on the special competencies needed by teachers of reading, mathematics, science, and so forth. Both Connecticut and California have launched new state programs for teacher evaluation and certification and the upgrading of teacher education. Both

The Effective Teacher in an Effective School

Many school administrators responding in the AASA survey on the identification of good teachers reported they wanted to employ new teachers who were "well acquainted with, and able to apply in their classrooms, results of effective schools research."

Research on effective schools has identified the most important characteristics of good schools: strong instructional leadership, a safe and orderly climate, schoolwide emphasis on basic skills, high teacher expectations for student achievement, and continuous assessment of pupil progress.

Contributing to these schoolwide characteristics, the research tells us, are teachers who:

- Have high expectations that students can and will learn.
- Convey their expectations to students.
- Use direct instruction — set clear goals; present well-organized, sequential lessons; give clear explanations of subject matter.
- Maintain an academic focus in their classrooms.
- Keep students on task.
- Maintain order and good discipline.
- Ask a variety of questions — factual, thought-provoking, and those requiring critical thinking.
- Monitor student learning systematically.

Additionally, teachers in "effective schools" (that is, schools where students achieve more academically than in other schools) work closely with parents and get them involved in their children's education, work cooperatively with others on the staff, and seek to improve themselves professionally. The research is also specific on certain methods that work best in teaching certain subjects, for example: (1) reading — teach phonics, but do not overdo; precede reading lessons with background information and follow with discussion to develop comprehension; (2) science — guide students in doing experiments, including making predictions and gathering and analyzing evidence; (3) mathematics — in the early grades, have children manipulate objects to learn basic facts and concepts.

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Coming...National Certificates for Teachers

Sometime in the 1990s — perhaps as early as 1991 or 1992 — the National Board for Professional Teaching Standards will unveil a voluntary national teacher certification program that is likely to effect state certification requirements and teacher preparation programs throughout the country.

The board was established in 1987 by the Carnegie Forum on Education and the Economy which, in its report *A Nation Prepared: Teachers for the 21st Century*, called a new system for teacher certification essential for the improvement of education. The Forum is sponsored by the Carnegie Corporation of New York which, in the past, introduced into American education the "Carnegie unit" for high school credits, helped create the Educational Testing Service, and reorganized medical education in the United States.

On the board are 63 members — the majority of whom are practicing elementary and secondary teachers. Others (one less than the majority) represent varied segments of the education community, state and local officials, business leaders, and other groups with a special interest in education.

In 1989, AASA was represented by Thomas W. Pazant, superintendent of the San Diego City Schools. James Hunt, Jr., former governor of North Carolina, was chairman of the board; James Kelly, president of the Center for Creative Studies in Detroit, was president. Other well-known members were Governor Kean of New Jersey; Bill Honig, California's superintendent of public instruction; Judith E. Lanier, president of the Holmes Group Consortium (a university group dedicated to improving teacher preparation); and both the NEA and AFT presidents.

National certification is not planned to replace state certification for teachers. The board has emphasized: "We are not trying to usurp the responsibilities of states to set their own licensing requirements, nor are we trying to dictate to training institutions."

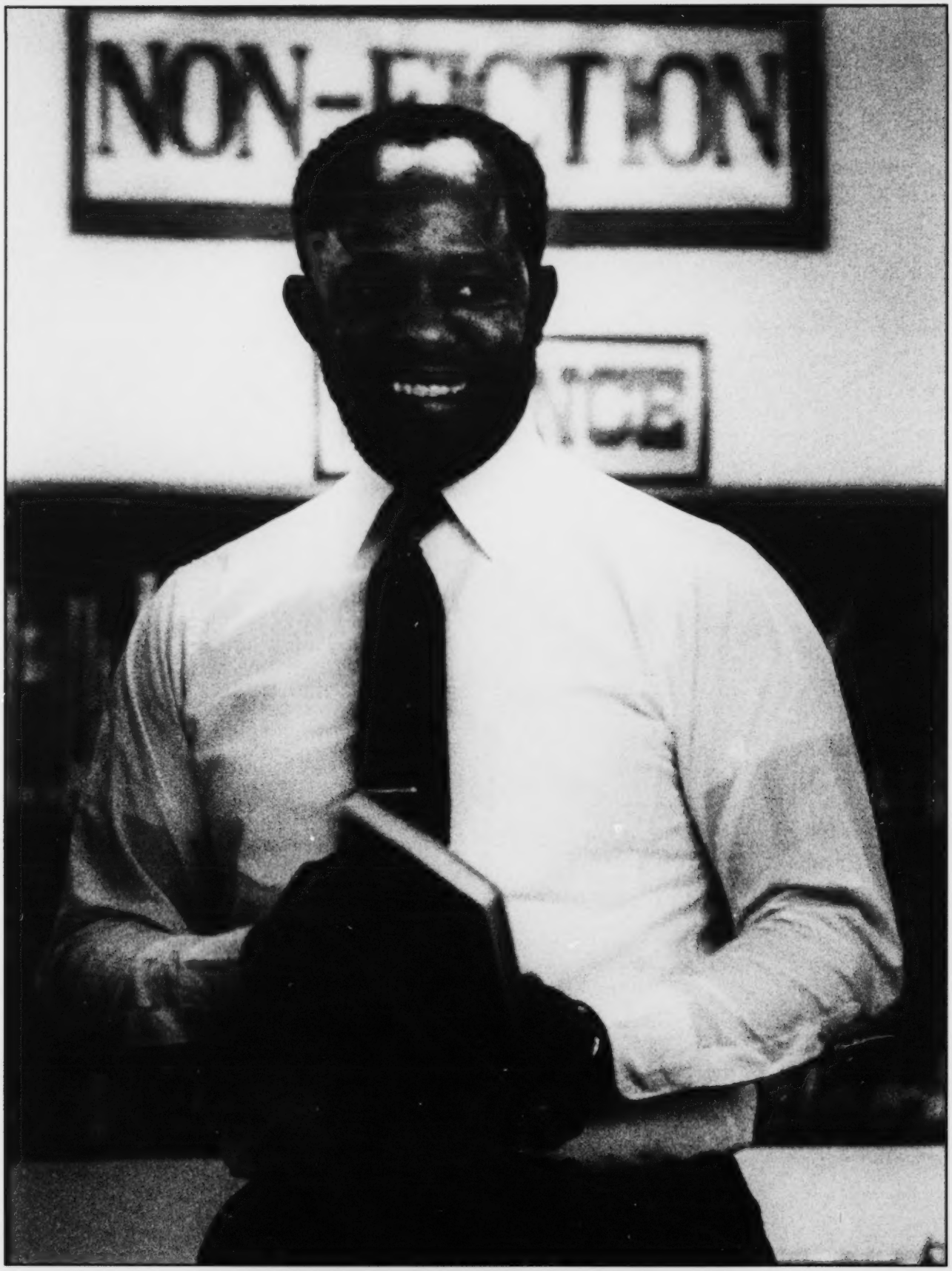
It is assumed that teachers would voluntarily apply for the national certificates, beginning or advanced, in the expectation that the certificate would open the gates to better jobs and higher pay. However, except for a lack of nationally certified teachers, nothing would stop a state from requiring national certification as part of state requirements, or a school district from establishing the national credentials as prerequisites for new teachers.

The greatest effect of national certificates for teachers, however, may be on the certification standards of the various states and — in the long run — on teacher preparation programs.

From reports of work in progress, national certification will involve tests to measure teaching ability and skills — perhaps linked to teaching *particular* subject-matter at *particular* levels to *particular* children. The teacher examinations that have recently become part of certificate requirements in most states measure — in contrast — the individuals' textbook knowledge, both of subjects to be taught and of child development and education practices, plus reading, writing, and mathematics skills. If measures of actual teaching ability can be perfected, state boards of education may very well adopt them for licensing requirements.

Perhaps the most controversial questions the national board faces are the amount and type of training in education and other areas needed before a national certificate is granted. On the 63-member board are some highly vocal advocates of "alternate routes to teaching" (that is, through liberal arts, with a minimum of education courses), as well as advocates of a much stronger liberal arts background for all teachers, for the sake of improving, nationwide, "cultural literacy." With the majority of the board composed of teachers, these are questions that the Carnegie Forum on Education and the Economy hopes to see settled largely by the teaching profession. However resolved, teacher preparation of the future will reflect the answers.

states are working with a Stanford University research team that will coordinate their efforts. Research findings will also be shared with the Carnegie Forum on Education and the Economy's National Board for Professional Teaching Standards — (for details about the board, see box "Coming...National Certificates for Teachers.")



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TRAITS FOR EXCELLENCE

Personal Qualities for Good Teaching

Over, above, and beyond teaching techniques — Personal traits, qualities, and characteristics that mark teachers of excellence — Perennial values for good teaching — And teacher traits requisite for effective schools, for teaching at-risk students, for serving minority enrollments

As administrators select new teachers, they are looking more closely than in the past at their instructional skills and abilities — but this doesn't mean that they are unmindful of a candidate's personal characteristics. Far from it.

According to the AASA survey, school districts are seeking teacher candidates who have the personal attributes always sought in teachers — caring and concern for children, the ability to get along well with co-workers, pleasing manners and personality, skills in managing a class, fairness and firmness in establishing discipline (to name just a few of many traits mentioned). Moreover, many school districts are looking for recruits imbued with new, "up-to-date" sets of personal talents and attributes.

Within the past five years, many superintendents reported to AASA, they have been searching increasingly for teachers who:

- Are enthusiastic, positive, upbeat.
- Have high expectations for students.
- Believe *all* students can learn.
- Are good role models.
- Are skilled in behavioral management, assertive discipline.
- Can respond to the needs of at-risk students.
- Can build self-esteem in students, positive self-concepts.
- Can work with minority students, multiethnic groups.
- Are aware of changing family structure.
- Are open to shared decision-making.
- Are flexible, willing to learn.
- Can work with a teaching team.
- Are committed to teaching and are loyal to the profession.
- Have high expectations and esteem for themselves as professionals.
- Keep up with educational research and literature.
- Look forward to professional development — want to grow professionally.

Why the new emphasis is needed

Why are these particular characteristics or traits receiving new emphasis?

Research on effective schools. Some of the traits listed above can be traced to effective schools research, that is, teachers who "have high expectations for students," "believe all students can learn," "are skilled in behavioral management, assertive discipline." Although the prevailing wisdom in education has it that results of research do not show up in educational practice for several decades, we have seen research results reflected in new criteria for teacher selection in less than five years. There are two possible explanations. First, results of effective schools research were widely disseminated in public and professional media. A second possible reason is because the outcries for educational reform, starting in the 80s, have made school districts more aggressive in searching for ways to improve and more open to change.

Said one state school official interviewed for this report: "A teacher must have at his or her command all kinds of effective instructional techniques and strategies; but still, unless that teacher can manage the class and maintain good discipline, all is lost." Ability to maintain an orderly classroom — without scolding, condemning, harping — is a talent receiving new emphasis traceable to recent research.

More at-risk students. The popularity of several traits in the list stems from a reawakened concern about the large numbers of students who are dropping out of school with no plans or hopes for the future. Recent reports show that school dropouts are increasing, not decreasing. These and other students "at risk" (of early pregnancy, alienation,

delinquency, etc.) are typically students who are failing in school, dislike school, have low self-esteem and poor self-concepts. Thus school systems large and small are seeking teachers who "can respond to the needs of at-risk students," who "can build self-esteem in students, positive self-concepts," and (again) "believe all students can learn."

Changes in schools. Two of the traits that administrators are searching for increasingly in teachers are rooted in ongoing changes in education. The changes in education: (1) democratization of the teaching force and (2) team teaching. Some administrators report that they now seek teachers who are "open to shared decisionmaking" and "can work with a teacher team."

The term "shared decisionmaking" seems to mean different things to different people. Teacher unions, for example, prefer the term "empowering teachers." Some administrators appeared to indicate that they wanted teachers willing and able to take part in group efforts to set and carry out school goals, instructional procedures, and operations; others seemed to be referring to teachers who would work with staff groups (nurse, counselor, principal, etc.) in making decisions affecting individual pupils; still others seemed to be referring to teachers willing to act upon suggestions made by supervisors.

Changing demographics. Two other traits in the list reflect recent changes in the family backgrounds and ethnic makeup of the district's students. We therefore find many districts looking for teachers who "can work with minority students, parents, and multiethnic groups" and who "are aware of changing family structures." Candidates with such talents are being sought not only by most large school districts throughout the nation, but also by many small ones.

One large city district reported: "We want candidates prepared to work in inner-city schools with multiethnic students and parents; candidates who know the difference between teaching subject matter and teaching children....It's best if they are aware of second language acquisition theory." Another district stated: "We now look for teacher candidates who will be flexible, innovative, aware of changes coming in the 1990s. Candidates need to be familiar with the technologically and demographically changing population. These characteristics are important — demographic changes bring changes in state requirements, the need for changes in teaching methods...."

Need for positive role models. One trait on the list of characteristics currently being sought in teachers covers a variety of personality traits: Administrators are looking for teachers who will be "good role models." They want teachers who will set good examples for students; teachers who will inspire students to emulate them in their own actions, speech, ways of dressing. Negative role models abound for students — on television, on the streets, in their neighborhoods, often in their homes. A teacher may be the only adult some students know who can serve as a positive role model.

In some school districts, the term "role model" also connotes that the teacher is black, Hispanic, or male. Said one superintendent: "Today we particularly want candidates who care about students, will communicate with the home, and be good role models....We are looking particularly for minority candidates."

A note on demographic trends: In five southwestern states, minorities are becoming the majority — as is already true of the student population in many city school districts. Members of minority groups make up one-third of the population of Arizona, California, Colorado, New Mexico, and Texas. For children under age 5, the proportion is 45 percent. Prospects are that by the year 2000, minorities in these states will become the majority. Says a report prepared for the Western Interstate Commission for Higher Education: "Educators and state policy makers must work together to generate an adequate supply of minority teachers to serve as role models for black, Hispanic, and other minority pupils."

Unfortunately in the 1980s, black teachers became increasingly scarce — difficult to recruit and hard to retain because of competition among schools for their services and the attraction of better paying jobs in other fields. Often the qualified black applicants just aren't there to provide role models.

New state mandates. Teachers who "are flexible, willing to learn," "keep up with educational research and literature," and "look forward to professional development, want to grow professionally" — these are traits school leaders say they are taking when hiring staff members. While teachers with such characteristics have always been in demand, the demand has intensified. The school reform movements and other state actions have stimulated and often necessitated professional development programs in local school districts. Some of the state actions establish procedures for teacher evaluation — and require local districts to help teachers found wanting. Other state actions set up career ladders or new certification procedures that require ongoing professional development. Thus it's not surprising that superintendents are now looking more closely at whether or not a teacher candidate has high potential for growth on the job.

Changing public attitudes towards teaching. The new emphasis in teacher selection on three characteristics in the list is no doubt due to a negative side effect of demands for reform in education and in the professional education of teachers. When the public schools are slammed from all directions, some teachers (and administrators) lose heart. So it's no wonder that administrators now must go out of the way to seek candidates who "are committed to teaching, loyal to the profession," and "have high expectations and esteem for themselves as professionals." With their professional training being scorned in the public press by many leading scholars, teachers and teachers-in-training have had to struggle to keep their self-esteem. Many new teachers entering the profession are doing so under a cloud — they are being called "uneducated" in the broad sense ("no academic major, weak in the liberal arts") and their undergraduate professional courses are being scorned on many fronts. The newcomers feel let down — and, not surprisingly, they show it. But no school administrator wants to hire a bunch of "sad sacks" to take on the many new challenges ahead for the schools. Note that "enthusiastic, positive, upbeat" tops the list of "new" personal characteristics sought in teachers.

Frustrations shine through...

Most superintendents and other administrators responding to the AASA questionnaire expressed their ideas positively, but sometimes their disappointment and frustrations with past personnel choices — either made by themselves or their predecessors — were patently visible. The problems seem to lie with the teachers' personal characteristics, rather than their instructional abilities. We noted that a number of administrators are looking for teachers who:

Dealing with Allegations of Sexual Abuse of Children

School districts should have a policy on the reporting and handling of allegations of sexual abuse of children. The policy should reflect the state's legal procedures for investigation of these complaints and the roles of other agencies such as children's services or public welfare. The policy should address how the school will deal with the child and family and with the employee.

The policy should fully inform parents and students of the procedures that will be used where abuse is alleged. The rights and responsibilities of parents and students within the school and district systems, and within the social services and criminal justice systems, should be clearly stated. Such cases should be dealt with sensitively. Confidentiality should be provided for all parties....

The policy should provide for procedural due process to protect employee rights. Such safeguards include, at a minimum: informing the employee in writing that he/she is being investigated; limiting inquiries to the circumstances of the specific allegation; setting and adhering to timelines to resolve cases promptly; and treating the allegations and investigation confidentially. The policy should clearly state how the staff member's employment situation will be handled during the investigation process (e.g., transfer to a position not involving contact with students, suspension pending an investigation, or leave with pay). Where appropriate, procedures should acknowledge the right of the employee union to represent the individual and for the union to conduct its own investigations of the circumstances involved in the accusation.

From a joint statement of AASA and the National Association of State Boards of Education. For a copy of the full statement, write AASA.

They Are the Best....

I have found the best teachers to be those who: (1) are articulate communicators in the English language; (2) believe teaching to be the most important profession; (3) are healthy, with ample physical and mental stamina; (4) put students before self; (5) are organized and ready to go at the beginning of the class — they don't waste time; (6) have strong values which they don't flaunt, but live by; (7) are warm and friendly; (8) are clean, neat, and have a pleasing voice.

Russell Loven, superintendent, South Winneshiek Community School District, Calmar, Iowa

An Audience of School Critics?

Once teachers were respected — looked up to by society. They were among the elite; theirs was an honored profession. That was when some teachers had no more than a high school education, with perhaps a term or two at a normal school.

Today in every part of the country many people have a college education. "This has helped to create a ready audience for critical writings [about education]....In addition, increased levels of education mean that teachers are less the special local figures that they used to be. Even when they were much less well educated than today, they were well educated in relation to the general population."

David K. Koben, professor of education and social policy, Michigan State University, in "Schooling More and Liking It Less: Puzzles of Educational Improvement," Harvard Educational Review, May 1987.

- Have common sense.
- Will follow school district policy.
- Have a good work ethic.
- Aren't in teaching for the money.
- Can speak and write correctly.
- Can take suggestions.
- Are punctual.
- Have good attendance records.
- Can cope with students.
- Will work beyond the school day.
- Have high moral values.

Why personal traits come first

All in all, while there is certainly a new emphasis on the instructional skills and strategies of teacher candidates, their personal traits and noninstructional talents appear to be just as important — and in most cases are examined first. Several indications of this come from the AASA survey, and the reasons can be surmised.

First, as reported in chapter 1, of the 20 major characteristics of good teachers mentioned most frequently by administrators, 15 were personal traits and noninstructional abilities. In fact, personal traits — "caring, loves children/young people" — headed the list.

Also, as chapter 4 points out, the first screening of teacher candidates usually concentrates on personal characteristics, rather than on instructional skills. It appears that in selecting teachers, recruiters and interviewers look first at what candidates are like as people, including their manners and appearance, and later at their teaching capabilities and suitability for a particular opening. ("You may be sure appearance counts," wrote one superintendent. "It isn't a

teacher's most important characteristic, but it's there when you make a selection!") This sequence in the screening of candidates — personal traits first, teaching skills later — is also established in school districts that use two of the commercially available teacher screening "systems": The "themes" of these systems relate almost entirely to personal attributes, such as, "empathy with students," "democratic orientation," "sense of mission" (see chapter 4 for more on the systems).

A superintendent who listed only personal traits as characteristics sought in teachers elaborated: "Above all give us candidates with good intelligence, high moral and ethical standards, and concern for students. If their teaching skills and strategies are weak, we can help them, but we can't develop their characters for them." Most instructional leaders probably would agree — in part: that instructional skills and strategies, techniques for managing instruction and students, can be taught. It's more difficult to modify a person's character and personality traits.

It may be that the recruiting/selection process gives school districts their best chance — and sometimes their last chance — to build a teaching staff whose personality and character will enable them to get along well together and be "good role models" for students. A teacher can't be given a poor evaluation or required to take special inservice for being down-at-the-mouth, a wet-blanket, or lacking a sense of humor (many administrators mentioned "sense of humor" as an important trait for teachers).

Increasingly, termination of teachers (tenured or otherwise) must be for cause, and documented, except as they are excessed (usually by seniority). Documentation usually requires several unsatisfactory evaluations (with no improvement after help); and the evaluation criteria cover only classroom performance and professional responsibilities. There are no entries for "sense of humor," "pleasing personality," "tolerable," "friendly," "high ethical standards," "good moral conduct." It's frowned upon for the administration to look into the personal life of an employee. An employee must be blatantly guilty of immoral or unethical conduct before he or she can be discharged on these grounds.

The easiest solution is for recruiters and other interviewers to eliminate in advance those who don't fit. That's the time to detect people who are irresponsible (come late to work, don't show up), unconcerned about society, or lacking in values. It's the time, too, to prevent anyone with more insidious characteristics from gaining access to the staff: individuals whose mental health is such that they are not fit to teach children and youth, those who have in their backgrounds convictions on morals charges. (Note in box on page 15 the suggestions from a joint statement by AASA and the National Association of State Boards of Education on sexual abuse of children in schools.)

Chapter 4 of this report goes into detail on teacher selection processes, outlining steps to take and discussing instruments that aid in selection.

General Intelligence

...A Note From Research

How important is high intellectual ability in teaching? Here is one assessment:

"An increasingly accepted theory in industrial psychology says that employees' general cognitive abilities predict their knowledge of a job and therefore their performance in that job. The more complex the job, the more the generalization applies: Higher ability workers are faster in cognitive operations on the job, better able to prioritize between conflicting rules, better able to adopt old procedures to new situations, and better able to learn quickly as the job changes over time.

"The complexity of the teaching function clearly demands high cognitive skills. Teachers must be lifelong learners who are able to update continuously their base of knowledge, to use new strategies, and to adapt to changing student and community needs.

"...Investigations of teachers dismissed for incompetency show that, in specifying the teachers' deficiencies, supervisors emphasize lack of skill and ability to perform instructional duties, weak intellectual ability, inadequate knowledge of subject matter, and poor judgement...."

From "How to Recruit and Select the Very Best Teachers," a study made for the Oregon School Study Council by Mary Cibak Jensen.

Classroom Climate: Nuggets from Research and Teacher Opinion

Posted on a staff bulletin board, Boston: "I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated and a child humanized or dehumanized."

The learning environment found in the effective teacher's classroom...tends to be orderly and psychologically supportive, and to be maintained with relatively little effort on the teacher's part. The environment in the class of the ineffective teacher, on the other hand, is characterized by disruptive pupil behavior, which requires more effort on the part of the teacher to cope with it and which generates more than the average amount of rebuking and criticizing....

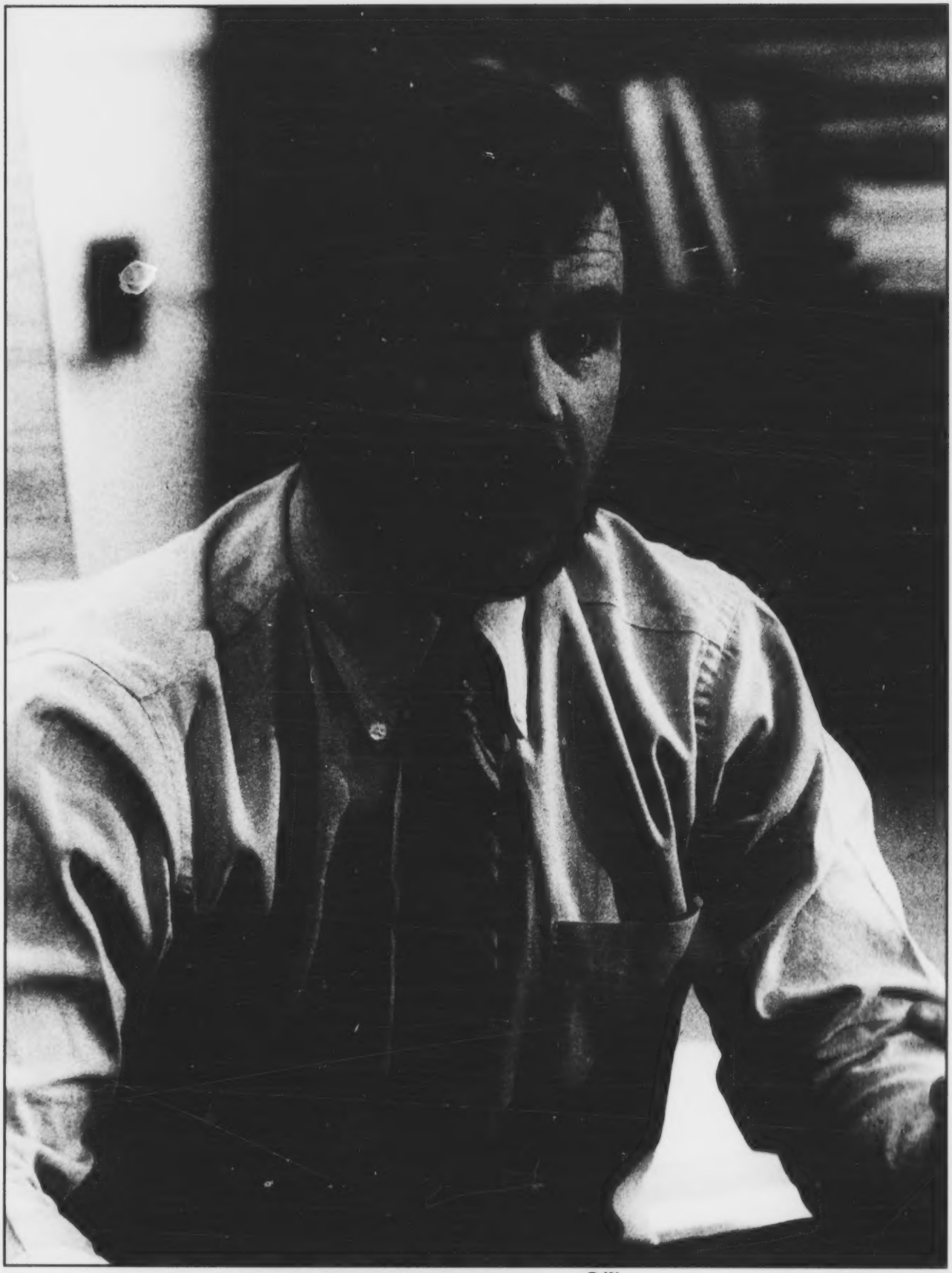
Donald M. Medley, in "The Effectiveness of Teachers," Research on Teaching, *National Society for the Study of Education, 1979.*

Studies have found that: In general, classrooms that show high gains in achievement and a high number of academically engaged minutes are usually rated moderate to high with respect to having a warm classroom atmosphere....Higher-achieving classrooms were observed to be convivial, cooperative, democratic, and warm, whereas in the lower-achieving classrooms there was more belittling and shaming of students and use of sarcasm....Teachers' criticism of student behavior, shouting, scolding, ridicule, and sarcasm were consistently related negatively to gain in achievement....Teachers who were high in academic focus, clarity, and task orientation also tended to be moderate to high on conviviality, warmth, and knowledge of individual students.

Barak V. Rosenshire, in "Content, Time, and Direct Instruction," Research on Teaching, *National Society for the Study of Education, 1979.*

The traditional concept of permissiveness...suggests that the permissive teacher is warm and supportive and shares decision making with pupils. The nonpermissive teacher is seen as negative and critical, directing the activities of the classroom with firmness. Our early work indicated, however, that classrooms with a positive emotional tone either may be tightly organized and teacher directed...or may have little organization or task direction. The negative classroom may be one in which the teacher uses negative affect and criticism of pupils to "run a taut ship" or it may be the classroom where the teacher spends the day screaming at pupils, but never establishes enough order to teach.

Robert S. Soar and Ruth M. Soar, in "Emotional Climate and Management," Research on Teaching, *National Society for the Study of Education, 1979.*



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STANDARDS FOR TEACHER SELECTION

Developing Criteria for Selecting Teachers

Criteria: written and unwritten — who takes initiative for selection criteria — Roles for personnel director, principals, teachers — Sources and resources for developing selection criteria: district educational goals, school board policies, job descriptions, teacher evaluation standards

Step one in improving teacher selection is reviewing and updating teacher selection criteria. This is a step that some school districts have not taken. Many administrators reported to AASA that their school systems had no written criteria covering the characteristics desired in new teachers.

Commonly in smaller districts, superintendents and principals have criteria in mind; in larger districts, a director of personnel, who screens and assists school principals and other administrators in teacher selection, often operates under similar conditions. This does not mean that no criteria are used — the superintendent, central office administrators, principals, department heads, and others make their choices in accordance with their own ideas of what makes a good teacher, the kind of people they like to work with, and what the school system has determined it wants to accomplish.

The suggestions in this chapter are to help administrators put criteria in writing and bring criteria up-to-date with the kind of teachers needed today and tomorrow by the students in their own school districts. Every school district has a wealth of resources — people and materials — available for developing selection criteria appropriate for its own educational mission and community.

Who will develop the criteria?

Criteria for teacher selection can be — and have been — developed successfully by one, several, or all of the following individuals and groups: the superintendent, director of personnel and assistants, principals, teachers, board of education, a committee drawn from various segments of the school staff and from citizen or parent groups. A number of school systems use, particularly for initial screening, criteria developed by outside consultants.

Here are some suggestions on who can accomplish the job, gleaned from experiences reported by school administrators:

- Someone must initiate the project and someone must lead it (not necessarily the same person). In districts where there is a director of personnel, the individual responsible for seeing that the work gets done is usually that director.
- When principals do the job, they may be called together by the superintendent or another central office administrator. Or the principals may initiate the project themselves. In Strathcona County, Alberta, principals voted that the topic "teacher selection" be the inservice theme for a year. During a series of inservice programs, they developed the selection criteria. An inservice program for administrators also produced the teacher selection criteria used in Yuba City Unified School District, California. Other districts where principals worked on the job together with the superintendent or other central office administrator include Jefferson County, Colorado, and Beaverton, Oregon (additional information on the development of the criteria in Beaverton is offered further on in this chapter and in chapter 4).

Teachers can develop the criteria through staff development programs. Two Pennsylvania school districts report that teacher inservice programs produced such criteria indirectly:

From New Brighton Area School District, Pennsylvania, comes the message: "For teacher selection, we are adapting and incorporating materials from our staff development program...[which is] based on the work of Madeline Hunter, Bruce Joyce, Benjamin Bloom, William Mitchell....[The criteria for selection] stress knowledge and use of the essential elements of instruction, motivation techniques,

Policies, Actions to Curb Board Member Interference in the Hiring Process

Often, state law gives the superintendent sole right to nominate teachers for appointment; the school board must accept or reject nominations. Conflict-of-interest laws commonly prevent a board member from voting on a contract — including a teaching contract or appointment — in which the member has a personal or financial interest. In some states, legislation prevents school boards from employing a close relative of a board member or of the superintendent except under certain conditions (such as with approval of the state board of education).

However, it takes more than legislation to ensure against board members interfering in the hiring process — particularly subtle pressures that they may exert on the superintendent, other administrators, or one another.

Policies. First, all school systems need board-established policies that:

- Clearly define the role of the school board in the hiring process.
- Establish that the superintendent and administrative staff are responsible for selection of personnel and carrying out hiring procedures.
- Clarify in simple terms "conflict of interest" as it applies to voting on employment contracts.
- Cover nepotism — the conditions under which relatives of board members and administrators may be employed and continued in employment (such policies must be in keeping with state law and may need to be cleared with unions).
- Address, in a code of ethics, the matter of applying pressure — subtle or otherwise — in seeking the employment of particular individuals.

Board member training. Training for board members should include:

- Study and discussion of conflict-of-interest laws and local board policies on these topics.
- Study and discussion of the entire hiring process for employees and the role of the school board.
- Discussion among members and administrators on how best to handle delicate situations, as such as those involving (1) a relative or friend who asks to be recommended to the superintendent for appointment, (2) a strong political supporter who seeks the employment of a friend or relative, (3) a teacher in the school system — or an administrator — who contacts the board member, seeking a promotional position, (4) another board member who suggests a trade-off when the agenda calls for approval of teacher nominations.

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mainstreaming techniques, behavior modification, and time-on-task management."

From Superintendent Richard R. Napolitan, East Allegheny School District, North Versailles, Pennsylvania, comes this word: "We are working on a formal statement...as we develop and implement a comprehensive K-12 staff development program....[Criteria] will incorporate child-centered attitudes; current content and method skills; a knowledge of the community and its values; a desire to enhance personal professionalism; and a sense of humor and positive self-concept."

Other superintendents reported that:

- The draft criteria usually will be reviewed and perhaps amended by several individuals and groups. Individuals will include those who play a role in teacher selection: superintendent, director of personnel, principals, supervisors, department heads; perhaps a committee of teachers.
- A board of education usually authorizes the superintendent to make hiring selections, but the board's examination and official approval of selection criteria is desirable for several reasons. First, the board's stamp of approval makes the criteria important in the eyes of all concerned; second, board members become aware of the criteria and care used in teacher selection. Furthermore, a thorough understanding of the criteria and selection procedures may deter a board member from attempting to influence the hiring process for personal or political reasons.

Note: See box, "Policies and Actions to Curb Board Member Interference in the Hiring Process."

What resources will aid in the task?

The local resources at hand for developing a set of criteria desired in teachers are many and varied. They include: school board policies on staff hiring, job descriptions, evaluation criteria, school district goals and objectives. Most districts have most or all of these resources — they should be assembled and considered as teacher selection criteria are developed.

School board policies on staff hiring. Usually policies set forth general principles for the selection of personnel and basic requirements for job candidates — all of which need to be taken into consideration as selection criteria are drafted. Here, for example, are typical statements:

From **Southfield, Michigan:** "The personnel employed by the district constitute the most important resource for effectively conducting a quality learning program....[One goal] of the district's personnel program shall be...to develop and implement those strategies and procedures for personnel recruitment, screening, and selection which will result in employing the best available candidates; i.e., those with highest capabilities, strongest commitment to quality education, and greatest probability of effectively implementing the district's learning program...."

From **Rochester, New York:** "The Board will attempt to attract, secure, and hold qualified personnel for all certified positions. The selection program will be based upon an alertness to candidates who will devote themselves to the education and welfare of the children attending the city schools. It will be the duty of the superintendent to see that persons nominated for employment in the schools meet all certification requirements...."

Occasionally a school board goes into greater detail about the teachers it desires, as in **Harlandale Independent School District, San Antonio, Texas:**

"An outstanding educational program is dependent upon the employment and retention of the best qualified personnel....Factors which will influence selection of personnel [will be]...as follows:

1. Training and certification
2. Professional competence
3. Personality and compatibility
4. Suitability for the position
5. Professional attitude
6. Residency."

Sometimes a school board adopts very specific requirements that must be considered as teacher selection criteria are drafted. Here are examples —

From **Milwaukee, Wisconsin:** "All newly hired elementary teachers shall be required to have six college hours of training in reading instruction."

From **Cincinnati, Ohio:** "Priority in consideration for appointment will be given the candidate having an average of B or above. Any applicant who satisfies all other requirements to a sufficiently high degree in the judgment of the superintendent to justify an exception may be declared eligible for appointment with an average of less than B — but not lower than C in overall scholastic attainment."

Board policies on hiring teachers may also include statements that do not relate to the selection of the "best qualified applicant," but are necessary for other reasons: to ensure equal opportunity, to protect the health and safety of children, and to be fair to teachers released because of reduction-in-force. Some board hiring policies contain requirements to observe affirmative action goals, to require health examinations of prospective teachers, to rehire qualified teachers who have been "RIFed" before new teachers are employed, and to hire only residents. Although the last requirement meets with strong resistance among professional employees, their unions and associations, it crops up in cities where residency is demanded of municipal employees.

Increasingly, school boards are finding it necessary to protect children from abuse by staff and to protect themselves from legal responsibility for such incidents. The American Association of School Administrations and the National Association of State Boards of Education have issued a joint statement recommending that school districts take actions in the selection of personnel such as those suggested in the box headed "Ten Defenses Against Abuse of Students." A direct quotation from the statement appears in the box on page 22.

Job descriptions. Another source of ideas for teacher selection criteria tailored to the needs of the district are its statements of the duties and responsibilities of teachers — its job descriptions.

A number of superintendents reported to AASA that job descriptions contained the criteria they used in selecting teachers, for example, Union Springs Central Schools, New York, and Hastings Public Schools, Nebraska (the latter district also uses its statement of responsibilities and duties as performance standards).

Teachers ordinarily have considerable input as a teacher's job description is developed. Thus selection criteria that draw upon the job description of a teacher usually will

10 Defenses Against Abuse of Students — A Checklist

Since education is compulsory, schools must take all reasonable precautions to protect students while in school. The number of school employees convicted of child abuse — physical and sexual, sexual harassment and molestation — is so small as to be insignificant were not the offense so appalling.

Prudent school boards and administrators take the actions described in the checklist below to protect students from harm — and themselves from the liability that incidents of abuse might bring. The guidelines apply, in general, to all employees who have contact with students — including employees of private contractors who work in the schools as teachers or in other capacities.

Has your school system —

YES	NO	
		1. Adopted written policies which state that the board of education expects the administration to recruit and appoint only the best and the brightest in school staff; employing only teachers with unqualified credentials and a healthy and sound attitude toward students?
_____	_____	2. Set up criteria for recruitment and selection of staff which includes respecting students as individuals; the need for compassion toward all students; the need to protect the civil rights of students; the need for staff members to behave as mature, responsible role models?
_____	_____	3. Developed an application form that includes a section requiring responses on the candidate's physical and mental health?
_____	_____	4. Established in-depth interview procedures and trained principals and others responsible for selecting teachers in their use?
_____	_____	5. Developed a multiple screening process for applicants so that several individuals screen each applicant — perhaps the personnel director and assistant, the principal and assistant, supervisors, department head, team leader, superintendent, or even a board of education personnel committee?
_____	_____	6. Set up a systematic plan for thorough checking of references and documentation of responses? Have a plan for checking on certification status with the state?
_____	_____	7. Established a system for checking on possible criminal records of applicants, in keeping with legal guidelines?
_____	_____	8. Developed procedures for periodic staff evaluations that enable you to detect changes in an employee's conduct and behavior and tendencies toward irrational and deviant behavior?
_____	_____	9. Adopted a written policy that the district will require psychological examinations of employees who exhibit deviant behavior?
_____	_____	10. Set up a staff wellness program to counsel teachers and other staff with emotional and psychological problems to forestall irrational and deviant behavior toward students?

The prudent school administrator will be able to answer *yes* to these or similar questions and, to assist colleagues, will —

- Notify the state credential bodies if any certified employee is convicted of child abuse.
- Should an employee resign rather than face investigation of child abuse and possible dismissal, enter that information in the employee's file. Also, when queried about the employee by another school system, the administrator should fully report the resignation and circumstances surrounding it. (If the individual has successfully completed a treatment program, that information, too, should be recorded and reported.)

reflect what teachers believe are the important responsibilities and characteristics of good teachers.

One school district reported that as part of its teacher selection process, a selection team was appointed for each job opening. The team starts its work by writing a job description for the particular opening, which is distributed together with vacancy announcements; then an interview format is developed for the particular job (for further details, see report from Oconomowoc Area School District, Wisconsin, chapter 5).

Evaluation criteria. The performance standards used in evaluating teachers are a rich — and essential — source of criteria for teacher selection. Performance standards set forth the instructional and classroom management skills, interpersonal abilities, and professional attitudes on which teachers are evaluated, granted permanent status and other promotional rankings; the criteria on which teachers are selected should correlate closely with them.

Some districts use their teacher performance standards as selection criteria; others have taken their standards into consideration as selection criteria were drawn up — for example, Warrensburg, Missouri, and Davenport, Iowa.

The Beaverton, Oregon, public schools have done an outstanding job of developing teacher selection criteria

Performance Standards

1. **Organization and environment.** The teacher —
   a. Establishes and maintains a challenging teaching-learning environment
   b. Provides conditions for interaction among students and between teacher and students
   c. Maintains attractive classroom setting
   d. Provides instructional activities at appropriate level for all students

2. **Classroom management.** The teacher —
   a. Establishes and maintains appropriate management procedures in class
   b. Creates an environment in which students work with a sense of purpose
   c. Treats students with fairness, respect, and consistency
   d. Maintains accurate classroom attendance and grade records

3. **Instructional preparation and implementation.** The teacher —
   a. Maintains up-to-date written evidence of adequate prior lesson preparation
   b. Plans lessons to achieve both the short- and the long-term objectives of the class
   c. Formulates objectives that are well-defined and consistent with the instructional levels of the students
   d. Apportions, reviews, records, and returns homework on a consistent basis

4. **Use of instructional materials.** The teacher —
   a. Uses materials that relate to the objectives of the lesson
   b. Employs a wide variety of materials, methods, and activities in the instructional processes appropriate to the levels of all students

5. **Individualization of instruction.** The teacher —
   a. Includes in each lesson a variety of activities geared to the individual needs of the students
   b. Knows subject matter and presents it clearly and logically
   c. Works effectively to carry out educational plans for special needs students

6. **Professional cooperation.** The teacher —
   a. Works cooperatively with peers
   b. Complies with reporting requirements and administrative rules and regulations
   c. Exhibits cooperative relationships with parents (e.g., parental conferences, parental contact)
   d. Performs duties and assignments effectively
   e. Participates in activities to promote general welfare of the school and the teaching profession
   f. Maintains professional appearance and demeanor

7. **Attendance and punctuality.** The teacher —
   a. Maintains regular attendance in comformity with rules and regulations
   b. Maintains punctuality in all matters pertaining to the teaching and professional role

8. **Professional growth.** The teacher —
   Engages in activities that contribute to one's performance in the teaching/learning situation (e.g., participates in professional organizations, responds to inservice and professional growth opportunities in terms of personal and pupil improvement).

From Boston Public Schools

based on the school system's standards of teacher performance. Characteristics required for selection are keyed to the relevant performance standards, and a guide for interviewers suggests possible questions to elicit information pertaining to each characteristic (see section on Interviewing, chapter 4).

Many school districts also have observation checklists that support their performance standards. These can be useful instruments for assessing a candidate's teaching performance against the kind of teaching that the school district wants — if direct observation of a candidate at work in the classroom can be arranged. Administrators in the Montville Township Public Schools, Pine Brook, New Jersey, have found their observation checklists useful for this purpose.

In many cases both performance standards for teachers and observation checklists have been reviewed in depth by teacher committees; often these instruments represent the collective judgment of teachers and administrators as to what constitutes good teaching — they can and should be put to good use in the selection of teachers.

School district goals and objectives. Excellent as resources for teacher selection criteria are statements of a school system's mission, its educational philosophy, goals, and objectives.

Although the following statements on goals and principles of good education are briefer than most, either could become the basis for teacher selection criteria. Distributed as sample policies by the National School Boards Association, the first is from a California school district, the second from a district in Mississippi. Both were adopted as policy by boards of education after development and consideration by staff and citizens committees — thus values of the entire community are embedded in them.

Principles of Good Education

It is timely to state the practical views of the Board and this school community on what is required in the improvement of instruction. It is basic that each student and teacher:

1. Knows what is expected of him or her and has an opportunity to influence those expectations.
2. Has ample opportunity and encouragement to seek assistance and is actively helped to succeed in meeting the expectations.
3. Has timely knowledge of results — that is, is informed about how well he or she is meeting the expectations.
4. Has help to take corrective actions to close the gap between what is expected of him or her and what is being achieved.
5. Is given opportunity to begin again and be successful — that is, recognizes that he or she can make a new start.

In the delivery of instruction, teachers must ensure that students have a knowledge of expectations, of available assistance, of their progress in meeting expectations, of how to proceed if they fail at first, and that they can begin again.

In staff development programs and evaluation, principals must ensure that teachers have knowledge of what is expected, how to get help, how well they are doing, what actions to take to improve, and that new starts are possible.

School District Goals and Objectives

This school district will provide for our students' educational, personal, and career needs by striving to:

1. Provide a variety of classroom settings and instructional styles which accommodate the different ways research has shown children learn.
2. Maintain orderly and efficient school campuses which encourage positive attitudes among students and high morale and quality teaching from teachers.
3. Provide for the specialized needs of identified groups of students by the effective use of categorical aid funding.
4. Provide appropriate and meaningful instruction to meet the variety of future and career goals of students.
5. Assure that students achieve academic proficiency in essential areas of skill and knowledge.
6. Identify and respond to individual educational needs of students, each of whom is a unique human being who can ultimately become a responsible and contributing member of society.
7. Develop each pupil's respect of self and others, personal and school responsibility, and critical thinking.
8. Involve parents and community members in a broad range of activities at each school, recognizing the vital role parental attitudes and values have in their children's education.

How will candidates be rated?

Most school systems with newly developed teacher selection criteria also use rating scales against which to measure the candidates. Ratings often are on the basis of 1 through 5 — and at times a weighting system for traits may give a greater importance to some than to others ("concern for students" may count more than "sense of humor").

Palm Beach County, Florida, uses a simple 1 through 5 system for ratings: (1) indicates much less than acceptable; (2) less than acceptable; (3) acceptable; (4) above average; and (5) outstanding. The ratings are applied to:

- Lesson Planning
- Appearance/Impact
- Communication
- Control
- Planning and Organization
- Sensitivity/Decisiveness/Judgment
- Leadership
- Initiative
- Technical/Professional Proficiency
- Tolerance for Stress.

In other districts — Evansville, Indiana, is an example — ratings 1 through 5 indicate poor, fair, good, very good, outstanding.

One concern about ratings is how much importance to give to the interview rating when placed alongside ratings for references, education, transcript, work experience, and perhaps a rating given actual teaching through direct observation.

Palm Beach County, Florida, also uses a 1 through 5 scale to arrive at a final score for each of the following assessments, and then computes a candidate's total rating:

	Low				High
Interview rating	1	2	3	4	5
Reference rating	1	2	3	4	5
Education rating	1	2	3	4	5
Transcript rating	1	2	3	4	5
Work experience rating	1	2	3	4	5

FINAL CANDIDATE RATING

No districts report making choices fully on the basis of numerical ratings. However, ratings assist in screening, particularly when there are large numbers of candidates, and influence final choices.

How well are the criteria working?

There's a fairly simple way to check on how well new selection criteria and procedures are serving a school system. Examine how first-year teachers fare in their evaluations. Are they living up to their promise? Careful examination may show that teachers are being evaluated on skills and abilities that were not considered when they were hired, or that interviewing processes and other techniques for ascertaining whether candidates have desired characteristics are not working successfully. School districts may, on the other hand, find the new system working well — as shown by far better evaluations for first-year teachers than in years past.

Job Description: Teacher

The teacher's function is to lead students toward fulfillment of their potential for intellectual, emotional, psychological growth, and maturation. Responsibilities:

A. Instructional Process

1. Plans and implements a program of instruction that adheres to the district's philosophy, goals, and objectives as outlined in the adopted course of study
2. Makes purposeful and appropriate lesson plans
3. Plans and implements a program of study designed to meet individual needs of students
4. Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies
5. Encourages student enthusiasm for the learning process and the development of good study habits
6. Evaluates accomplishments of students on a regular basis
7. Provides progress and interim reports as required
8. Prepares a substitute folder containing appropriate information as requested by the building principal
9. Plans and prescribes purposeful assignments for paraprofessionals, tutors, and volunteers as needed
10. Recognizes learning problems and makes referrals as appropriate

B. Curriculum Development

1. Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum
2. Assists in the ongoing curriculum revision process, including the revision of written courses of study
3. Assists in the selection of books, equipment, and other instructional materials
4. Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities

C. Classroom Management

1. Develops, in accordance with district and building guidelines, reasonable rules of classroom behavior and appropriate discipline techniques which are consistently applied
2. Takes necessary and reasonable precautions to protect students, equipment, materials, and facilities
3. Shares responsibility during the school day for supervision of students in all areas of the building
4. Provides for the supervision of assigned students when circumstances require a brief absence from the assignment

D. Public Relations

1. Upholds and enforces board policy, administrative procedures, and school rules and regulations; and is supportive of them to the public
2. Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time
3. Strives to communicate the positive aspects of our school program to the public in word and deed
4. Works cooperatively with parents to strengthen the educational program for their children
5. Establishes and maintains cooperative relations with other staff

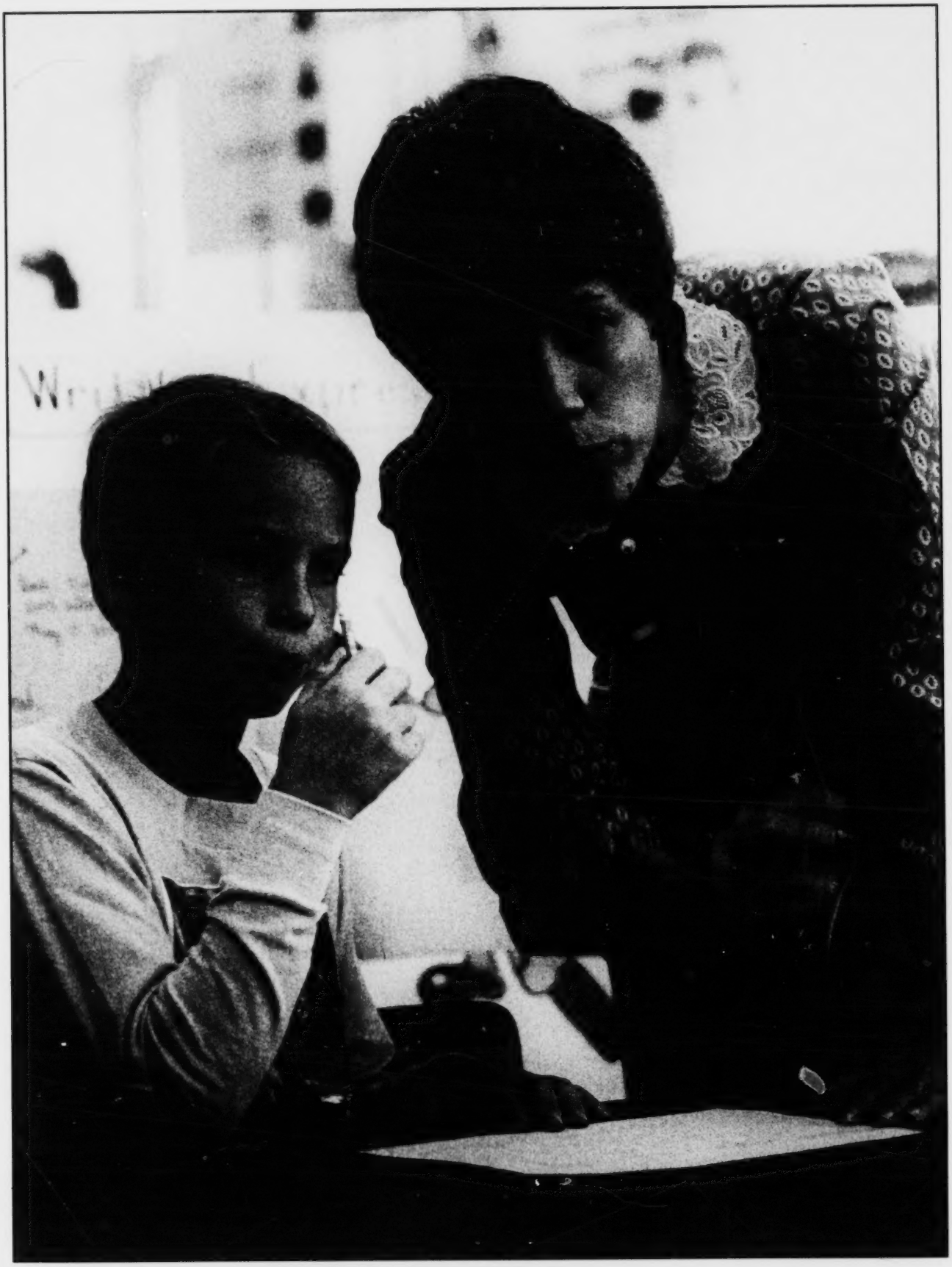
E. Professional Growth

1. Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced course work at institutions of higher learning
2. Maintains membership in appropriate professional organizations
3. Cooperates with the administration in planning appropriate inservice training programs on a building or district level
4. Attends staff, department, and committee meetings as required

F. Clerical

1. Performs those clerical duties necessary to maintain the accountability required for the instructional program and as required by the building principal
2. Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

From Avon Lake City Schools, Ohio



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SELECTION PROCEDURES, TOOLS, STRATEGIES

How to Select Teachers of Excellence

Overcoming ingrained problems and hurdles hindering selection of teachers — New efforts, new tools, new procedures in teacher selection — Where does control lie in teacher selection? — Who should be involved in selecting teachers? — Selection processes at work in three school districts — Assessing the usefulness of structured interviews, direct observation, screening tests

To recruit and employ the best available teachers, school administrators need a clear idea of the kind of teaching they want in their schools and the kind of teachers who will serve their students best. That is a beginning. Then comes selecting the best qualified from among the individuals who apply. This process requires tackling and overcoming several problems. Here are some of the initial problems school districts face in selecting teachers:

Relying on first appearances. The normal tendency of a job applicant is to put the best foot forward — making appearances deceiving — and some candidates have the ability to "talk a good game." How, on brief acquaintance — say, an hour interview — can you assess a person's character, personality, concern for children, educational philosophy, understanding of youth development, professional ethics, and commitment?

Inability to observe. The impracticality — inconvenience and cost — of directly observing a candidate's work; i.e., observing the candidate instructing a class. Yet, how can a teacher's instructional skills and abilities be evaluated except through observation?

Lack of training. Lack of training for most school administrators in staff selection. Although most superintendents and principals consider selection of staff an important administrative task, few courses in educational administration provide useful theory and practice in teacher selection. Administrators learn such skills through trial and error. But are there better ways to become skilled in teacher selection than through making mistakes?

Misleading references. "If you can't say something good, don't say nuthin" is the dictum that many college deans, student teacher supervisors, and practicing administrators appear to follow when providing references. It's difficult for a college educator to admit that a student who received passing grades and graduated, earning teaching credentials, would not be a competent teacher. Negative statements about candidates would reflect poorly on the college, its staff, and program. As for candidates' employers, present or past, their recommendations may not be totally reliable. Some school administrators, being more than happy to see certain teachers leave, will sidestep questions to avoid negative comments; many an administrator will be ambivalent about a personable employee whose teaching skills are deficient. Are there ways that a school district can get more reliable evaluations of candidates from colleges and other school districts?

Short notices of teacher resignations and red tape. Although most teaching contracts establish an early summer deadline for giving notice of intent to resign, administrators and school boards find few advantages are gained by not releasing a teacher who wants to be elsewhere. Yet by the time the late resignations are received, the best candidates who have been interviewed may no longer be available. In addition, employment procedures — interviews, clearing of credentials, references — take time. Teachers who have been laid off because of decreased enrollment may need to be given first opportunity to fill the vacancies; and the openings may need to be offered teachers who have

requested transfers. Vacancy notices may need to be posted internally for a certain length of time. As these procedures are carried out, the better candidates who were waiting in the wings have vanished. Are there ways to speed up the employment process?

While overcoming the above problems, all school districts must also ensure equal employment opportunity, providing fair access to teaching positions for all qualified candidates. Sometimes districts must also meet affirmative action goals.

Some districts have additional difficulties when it comes to selecting the best teachers from among those who apply. The best teachers get away because: (1) salaries and benefits are too low compared with neighboring communities; (2) the district (or school) has a bad reputation for working conditions (large class sizes, discipline problems, staff unrest); or (3) the school or district is in what some might consider an undesirable geographical location — inner city, rural, a small town "in the sticks."

Many of the nation's school districts are developing new means for alleviating one or more of the problems listed above. In an AASA survey, reports from school administrators showed that:

- One-third of the school systems have developed within the past five years new techniques, strategies, and instruments for identifying the presence of desirable characteristics in teachers and teacher candidates.
- Many school districts — about 45 percent — have developed new instruments to aid in the identification of good teachers.
- A surprising proportion — almost 75 percent — are involving the faculty to either "some" or to a "large" extent in teacher selection.

Typical among the new efforts being made to improve teacher selection are the following:

- Reviewing and improving selection procedures
- Involving more people in the selection process
- Using screening tests and devices
- Better checking of references and credentials
- Using team interviews, structured interviews, commercial instruments
- Observing candidates at work in the classroom
- Providing inservice on teacher selection.

As hiring and selection procedures are reviewed and improved and new application forms and other instruments developed, care must be taken that neither instruments or procedures conflict with fair employment and equal employment opportunity requirements. At times, affirmative action quotas and/or contracts negotiated with staff unions may also affect hiring/selection procedures. What is or is not permissible may differ, state to state, district to district. Therefore, as a precaution, new hiring procedures for professional staff and instruments used in their selection should be reviewed by the school attorney.

Reviewing and Improving Selection Procedures

Researchers have given school districts bad marks for paying insufficient attention to the selection of teachers. They cite, among other faults and deficiencies, absence of policy for selection of employees, loose and unwritten procedures, lack of thoroughness, and poor coordination in the recruitment-selection-hiring process.

Some of the criticism may be justified. The AASA survey revealed that only 10 percent of the responding school districts have a policy describing the kind of teacher the district considers excellent. (In fairness, however, most of these school systems have teacher evaluation criteria that imply the qualities and skills desired in all teachers, including teacher candidates.) A review of some 50 school board policy/regulations manuals from all parts of the country turned up hiring policies addressing — in the main — only procedures involving equal opportunity employment and the superintendent's authority to recommend teachers for appointment. A few policy statements mentioned that principals and others who directly supervise teachers would play "a role in the selection of candidates." Seldom did a policy/regulations manual contain detailed statements specifying procedures for teacher selection.

Below are three suggestions for improving selection procedures, based on what school districts are doing or have done.

1. **Draft a statement of district objectives for the selection process.** Start by examining school board policies that affect or touch upon teacher selection and the procedures used in doing so; for example, policies dealing with minimum qualifications, desired skills and characteristics, equal opportunity employment, hiring authority, screening requirements, posting of job vacancies. There may also be pertinent statements in a district's officially adopted objectives or long-range goals. From these sources, cull general principles that would serve as a guide in reviewing and redesigning selection procedures.

Also consider whether the following points might be included in the statement on selection: (1) fairness to all candidates; (2) careful examination of what the particular opening requires — skills, personal characteristics, knowledge, etc. — before screening starts; (3) desire for diversity of staff — for example, as to cultural, socioeconomic, or geographic backgrounds, or as to teacher education institutions attended; (4) commitment to high standards in making choices; (5) extension of courtesy to all applicants; (6) thoroughness in checking credentials and references; (7) efficiency and timeliness in carrying out procedures — including prompt notification of candidates

2. **Outline current teacher selection procedures step by step.** The outline or flow chart should show the way — or ways — new teachers are selected now. Procedures may vary for different levels (elementary, middle, high school), for teachers of various subjects and special areas, and perhaps in accordance with the time of year the opening occurs. Do they vary if the candidate is a substitute teacher, former teacher aide, or former teacher in the school system (a situation that may need watching)?

3. **Weigh advantages of centralized versus school building control.** To meet selection goals, should there be more districtwide control in teacher selection — or more control at the building level? Which is the correct balance between central and building level decisions on these issues?

Depending on local situations, some school systems opt for giving the strong hand to the central office, others for giving it to principals.

Recent reports on hiring practices show that in most large and middle-sized districts, the central office does the screening; the school building administrator makes a final selection. In smaller districts, the principal screens and the superintendent makes the final choice. However, the real control may lie in the screening, depending on how many candidates remain after all screening is completed — two or three, or eight or ten? — and how wide a choice the screeners leave for personality types, teaching philosophies, and educational and cultural background of candidates.

School systems with centralized control report in its favor: (1) greater objectivity in selection, (2) more attention to academic standing, educational background of candidate, and teaching skills, (3) more attention to building a diversified district staff, (4) less personal bias in making choices, (5) fewer pressures to employ friends and friends of friends, (6) maintenance of uniformity — and fairness — in selection procedures.

Two conditions encourage a trend toward central control: equal opportunity employment requirements and nationwide blasts at the competence of teachers. School boards and superintendents are held legally responsible for staff selection — suits charging discrimination and unfair practices are usually lodged against them, not against principals. And the public holds the "school system" (to be translated "board and superintendent") responsible for the quality of the teaching staff — so in answer to public pressures and legislative mandates, school boards and superintendents often find that centralized control over teacher selection is necessary.

But there is another side to the story. School systems in which principals have strong control over teacher selection report that the candidates chosen are (1) more suitable for the particular school — its programs and activities, (2) more appropriate for the particular students and their parents, (3) more compatible with other staff members, (4) work more cooperatively with the principal, and (5) better complement the current staff's talents and personalities.

Other conditions also advance a trend toward giving principals a strong hand in teacher selection. First, building administrators are being held increasingly accountable for the performance of teachers and the effectiveness of instruction in their schools — they therefore need a strong voice in the selection of staff. Second, there is a movement to convert principals from school building managers and disciplinarians into instructional leaders — again, this implies that they determine who will be hired. In addition, the movement toward "site-based management" in the administration of schools includes the selection of staff by building administrators or an administrator-professional staff team at the building level.

With such reasons for both centralized and decentralized control of teacher selection, the procedures needed are those that will permit both central office administrators and school building administrators to make their best contributions to the selection process.

Involving more people in teacher selection

One popular and effective strategy for improving teacher selection is to make greater use of group judgment. To that end, a growing number of school systems are involving more people in the selection of teachers.

Where before the superintendent left it up to the personnel director and principals to do the selection, now the superintendent becomes actively involved. Where once the superintendent and personnel director made the choices, now principals, department heads, and teaching team leaders are taking part. Where a few years ago it was rare for a classroom teacher to assist in selecting another teacher, now interview teams are composed of teachers. And in some schools and school districts, parents, other community members, and school board members serve on selection committees.

Here is what respondents to the AASA survey say:

"We are putting more reliance on selection teams, less on the single interviewer — and are involving more people...especially the superintendent and teachers."

Dennis E. Richards, Black River Falls Public Schools, Wisconsin (enrollment: 1,800)

"Our most significant change in teacher selection is having classroom teachers take part in interviewing. An interview team composed of teachers and administrators recommends candidates for a final interview with the superintendent."

Sherry A. Lahr, superintendent, Grandview Heights School District, Columbus, Ohio (enrollment: 1,224)

"We have become far more discerning in teacher selecting by using teams for interviewing."

Erwin Morris, assistant superintendent, Waynesville R-VI School District, Missouri (enrollment: 4,800)

"Using committees of teachers for interviewing is one way we are trying to improve teacher selection."

Gerry House, superintendent, Chapel Hill-Carrboro City Schools, North Carolina (enrollment: 5,424)

"Our newest technique is to include parents on interviewing committees."

Dave Dagley, superintendent, Platte County School District 1, Wheatland, Wyoming (enrollment: 1,700)

Selection teams may do any of the following tasks:

- Develop job descriptions.
- Prepare criteria: personal and professional characteristics desired in candidates.
- Construct questions to be asked of all candidates.
- Screen all applications, or do an in-depth screening against sets of criteria; examine credentials, letters of reference in detail.
- Select candidates to be interviewed.
- Conduct interviews (these may be screening interviews or in-depth interviews).
- Observe the candidate teaching.
- Select the one, two, or three candidates considered best for the job, with approval or the final choice left to the principal and superintendent.

Here are brief descriptions of selection teams as they function in three school districts.

1. Superior, Wisconsin, Public Schools. Enrollment: 5,600

Three selection teams serve on a districtwide basis, one each for elementary, junior high, and senior high school levels. Each team is made up of two administrators and two teachers. For the elementary team (there are eight K-6 schools), the superintendent and assistant superintendent for personnel select the principals, rotating assignments from year to year, and each principal selects one teacher. The two junior high school principals, and one teacher chosen by each, make up the junior high team. The senior high school team is composed of the principal, another administrator, and two teachers chosen by the principal.

While formerly the central office, particularly the assistant superintendent for personnel, had almost full responsibility for teacher selection, for the past two years the selection teams have been involved from beginning to end in choosing new teachers. The teams write job descriptions for openings and develop the selection criteria that will be applied to candidates; they screen applications against the job requirements and criteria; they select the candidates to be interviewed; they construct questions to be asked all candidates applying for the same position; they interview, using agreed-upon questions, criteria, and procedures; they make one or more recommendations to the central administration for employment.

The personnel office now plays a supporting and coordinating role in teacher selection: It handles the paperwork — applications, credentials, etc.; it communicates with applicants, and makes various checks on their backgrounds. The role of the assistant superintendent for personnel has become more advisory, supervisory, and consulting: The assistant superintendent reviews all of the materials and procedures developed by the selection teams, making suggestions and assisting them with their procedures.

Principals and teachers like the new system, and it meets with the approval of the teachers union, which at first called it a "sop to teacher involvement." Now the union sees that the involvement has meaning. Teachers serving on the team do so willingly on their own time — and come in during the summer for interviewing. No member of a selection team has objected — teachers consider the selection of new teachers that important.

Details from Jerry Peck, assistant superintendent, personnel. Superintendent: Ben Kanninen.

2. Ohio County School District, Wheeling, West Virginia. Enrollment: 7,000

Once all hiring decisions were made in the personnel office. But 14 years ago, Superintendent Henry Marockie revamped the administration of this county district so that principals could become leaders of their schools. In so doing, he shifted responsibility for teacher selection to principals and staff interviewing committees, the latter composed of teachers of appropriate grades/subjects, selected by the principal.

As described in the hiring procedures adopted by the county school board —

> "...Each principal will set up a committee to interview at the school when vacancies arise....The committee will select the two most qualified applicants it has interviewed and will submit these names to the principal....The principal will take into account the names when selecting an individual to fill the vacancy...(and) will send a recommendation to the director of personnel, providing reasons the candidate was selected over others...."

Details from Henry Marockie, superintendent.

3. Gateway School District, Tok, Alaska. Enrollment: 565

Superintendent Spike Jorgensen reports good results with a group selection process that involves teachers and community members. "But," he cautions, "without procedures and controls in writing, community participation didn't work."

The Gateway district, governed by a regional board, consists of a number of small, isolated communities, each with a local school headed by a principal or principal teacher, and a local school advisory committee (called "advisory school board"). The procedures that control the group selection process are as follows:

- The superintendent, school principal, and chairman of the local advisory board select an "advisory selection committee" composed of from four to eight persons who must include (1) one advisory board member, (2) the principal or principal teacher, (3) one teacher, (4) one community member. In addition, any member of the regional school board who wishes may serve with the group.
- At its initial meeting, the selection committee determines the characteristics desired in the candidate. Job vacancy notices are then sent to placement agencies by the superintendent's office (which screens applications).
- Upon receiving the "live" applications, the selection committee determines who will be interviewed and sets up its interviewing procedures. When possible, the candidates come to the community for interviews. Otherwise a committee member may interview the candidate elsewhere, taping the interview for the rest of the committee to hear; or a candidate may be asked to submit a tape, answering certain questions.
- After the interviews, the superintendent or principal calls a meeting of the committee to discuss all candidates and for the polling of each member on their suitability. First, the group votes on each candidate as to whether he or she is "acceptable" or "unacceptable." With one "unacceptable" vote, the candidate is eliminated. Then the group votes on the candidate it wishes to recommend to the superintendent for appointment.
- Under the written procedures, the superintendent and regional board have authority to make the final decision.

Details from Spike Jorgensen, superintendent.

Note: The involvement of school board members in teacher selection is often considered a thing of the past. Because of political issues involved, most school administrators desire to keep it that way. However, the involvement of parents and other community members in

the selection of teachers for particular school buildings appears to be growing in (1) small communities and (2) inner cities, where strong efforts are being made to get parents involved with the work of the schools.

Developing Screening Tests and Devices

Through appropriate screening of applicants, school systems need to:

- Eliminate candidates who are not equipped with the basic skills and knowledge expected of an educated person.
- Select from among others a limited number of top applicants for final interviews.

Such screening involves the use of tests, special writing and other assignments, screening interviews, evaluation of application materials and credentials. It also includes strategies through which applicants "self-screen" and "self-reject."

Using tests, college grades to screen

Minimum competency testing of teachers in basic skills and knowledge has now become an activity of state education officials, usually required by legislatures and/or state boards of education for entry into teacher training and for certification. Most states (and some districts) use the National Teacher Examinations (NTE) of the Educational Testing Service. These tests measure skills in reading, writing, and mathematics, as well as academic knowledge in special areas. Scores are recommended for use in screening, but not in making final selections. The purposes of tests should be noted: They test for a minimum competency; they do not measure the higher reaches of skills and knowledge, nor do they measure teaching skills or performance. However, in screening applicants, districts may properly use a higher cut-off score on state tests than required for certification.

Some districts have given their own tests to teacher candidates for a number of years; others have started to do so recently. For example:

- Alton, Illinois, Community School District has generated its own tests in mathematics and language arts.
- The Joplin, Missouri, School District uses a language competency examination developed by the staff.
- In Montgomery County, Maryland, the county school system requires all elementary (K-6), English, and social studies teacher candidates to take state and local tests in reading; elementary teachers also must take elementary and early childhood program tests; and all secondary English teachers must take tests on the mechanics of English usage.

Because surveys reported in 1988 revealed national weakness in place geography (with the location of states, cities, continents, oceans all mixed up), prospective teachers will probably be tested on geographical understandings in the future.

To screen applications, many districts also set minimum levels for college grade-point averages — overall GPA, fields of specialty GPA, and professional training GPA. Teacher educators advise that the grade-point average for all years of college is of less importance than the pattern of grades. More important is whether the student showed scholastic improvement as he or she advanced in college and teacher training.

Using special assignments to test writing skills and attitudes

School districts particularly concerned with the communications skills of new teachers ask candidates to submit various types of writing samples. Especially useful are the writing samples that give screeners insight into a candidate's attitudes, teaching ideas, philosophies, and good judgment. For example:

Warrensburg, Missouri, R-VI School District asks candidates to respond in writing to one of the following two questions:

- A student group you are sponsoring has a field trip scheduled for next weekend. Last year student behavior problems marred a similar field trip. Prepare a one-page letter to parents describing plans for the field trip and expectations for student behavior.
- Parent-teacher conferences will be held next week. A conference with parents of one of your students is particularly important due to the student's low grades and poor attitude. Compose a one-page letter to the parents of this student reflecting the importance of the conference and inviting them to the school.

Among 12 questions the Fort Campbell School District in Kentucky asks candidates to answer in writing are:

- A student in your class is doing poorly. You talk with her, and she tells you she thinks you are the worst teacher she ever had. What would you do?
- How do you go about finding out your students' attitudes and feelings about your class?

Other school systems ask applicants to write about their attitudes toward education, what they can contribute to the school system, what kind of school system they would best like to teach in, how they plan to improve as teacher.

Other types of screening assignments may ask the candidates to:

- Correct one or more student themes for English usage, spelling, punctuation.
- Read a class assignment (can be any subject) and correct and comment on several student papers submitted.
- Given certain facts, work out a problem related to computing a student's grade for a semester.
- Given certain information, prepare a lesson plan on a particular topic.

Screening interviews; self-screening

In school systems working toward standardizing selection processes, the screening interviewer:

- Checks basic qualifications, special interests, teaching experience.
- Checks educational philosophy, attitudes (often using a traits checklist and standardized questions).
- Asks questions of particular importance to the district.

- Gives detailed information about the community and its schools — and what the district expects of teachers.

Harlandale Independent School District in San Antonio, Texas, asks in a preliminary interview the following questions among others that are of prime importance to the school system:

- Have you had any experience teaching or working with ethnic minority children?
- How will you handle discipline? At what point do you send a child to the principal's office?
- How do you see the relationship between the principal and the teacher?

A union high school district in California questions candidates specifically on their willingness to sponsor student activities: "What student activities do you enjoy? Which have you sponsored in the past? Which will you want to sponsor?"

Whether the preliminary interview is conducted by a recruiter in the field or in the district offices, an important responsibility of the first screener is to give the candidate accurate information about the district's educational program, the kind of teachers it wants, what it requires of them, how they will be supervised and evaluated. These points — as well as salary and benefits — should be discussed, even though the applicant has been given the information in printed form. The individual's reaction to the information is worth noting; but more important, the discussion provides opportunity for the candidate to choose not to run.

"Self-screening is a most effective stratagem for eliminating misfits before they are hired," one superintendent told AASA. This takes place when screeners present true pictures of the community and its schools, when they don't try to tell applicants the things they want to hear, when they keep in mind prospects for the long-term employment and success of the candidate in the school system.

Many suggestions will be offered further on in this chapter and in chapter 5 on interviewing. However, any interview will be more productive if it is conducted in an appropriate setting and atmosphere and if the interviewer notes the nonverbal signals of the applicant and watches his or her own (see box "Interviews: Setting and Small Talk, Mannerisms and Signals").

Checking References and Clearing with Past Supervisors

"We are putting more emphasis on obtaining quality references."

Penn Delco School District, Aston, Pennsylvania

"We are doing in-depth screening of references and credentials."

Tahquamenon Area School District, Newberry, Michigan

These and similar comments come from superintendents.

The closer attention is accomplished by:

- Making direct contact with individuals named as references.
- Asking specific, pointed questions.
- Providing evaluation forms.
- Talking personally on the telephone with former principals and supervisors of candidates.

Letters of recommendation offered by an applicant tend to be glowing. Somewhat more useful are questionnaires distributed along with application forms that ask questions about the applicant and request the person responding to mail the reply directly to the school district. Even so, applicants do their best to give reference forms only to people who will respond favorably. This also, of course, holds true for the names they provide as references.

For the above reasons, some school systems no longer ask applicants to submit letters of recommendation or ask for "character references." Instead application forms require:

- For experienced teachers, a full listing of past teaching experience and other employment, with dates, exact position, reason for leaving each job, name of principal or other immediate supervisor.
- For beginning teachers, names of faculty advisers and student teaching supervisors; period of student teaching; other jobs and names of employers/supervisors; how these people can be contacted.

Get details. Newly developed reference forms tend to be very specific about information sought. For example, the forms ask for details on:

- Exact period that the applicant was employed; from month and year to month and year.
- Applicant's exact assignment/job/duties.
- Whether the individual observed the applicant teaching; how often; over what period of time.
- Applicant's strengths; weaknesses; what applicant is best suited for.
- Whether applicant, to the individual's knowledge, has any physical, mental, moral, or social peculiarities or habits that might tend to limit success as a teacher.
- Whether the individual would rehire the applicant.
- If a former employee, why the applicant left the job.
- Number of days absent in last year of employment and usual reason given for absences.

One example of a new application form comes from Palm Beach County, Florida. In addition to an application, applicants also receive five pages of instructions and information and a sheet on which they sign six releases for references. The releases read:

> I hereby give you permission to complete this reference form furnished by the School Board of Palm Beach County and to release the form with recommendations to the School Board of Palm Beach County.
>
> Date _____
>
> Signature of Applicant _____

Evaluation forms. In addition, school districts working to improve teacher selection processes are providing the former principals and other supervisors of candidates evaluation forms for rating the teaching performance and personal characteristics of applicants. The Los Angeles Unified School District asks persons named as references and former supervisors to rate applicants on the following professional and personal qualities as to whether they are outstanding, strong, satisfactory, below average, or inadequate:

Professional qualities: (1) promotes an effective classroom environment, (2) communicates, (3) develops student discipline and morale, (4) manages classroom and school routines, (5) plans instruction, (6) uses effective teaching procedures, (7) provides for individual differences, (8) motivates pupils, (9) contributes to total school program, (10) is creative.

Personal qualities: (1) manners, (2) appearance, (3) effectiveness of speech, (4) enthusiasm, (5) assumption of responsibility, (6) maturity of judgment, (7) professional attitudes, (8) health and vitality, (9) emotional poise, (10) ability to work with others.

Do write, but also telephone. For the record, it is advisable to have references in writing. However, personnel directors agree that more reliable information on a candidate's abilities is obtained by talking with former or present principals, supervisors, and employers on the telephone. Most people will discuss a present or former employee more frankly on the telephone than in writing; their hesitations, enthusiasm, and general reaction to questions can be noted.

Although a reference form and rating sheet have been submitted by the applicant's present or former supervisor, a second reference check by telephone is important. Such telephone checks are usually made only to inquire about the top candidates for a position, and preferably by an individual who interviewed them. They clear up questions that may have arisen in the interviewer's mind about the applicant's characteristics — or questions that have arisen during discussion held by a selection committee. Some school systems insist on these follow-up telephone calls and specify that documentation on calls be included in the candidate's file if his or her name is presented with a recommendation for hiring.

As time goes on, an applicant's file folder gets thicker and thicker, with transcripts, letters of references, clearances, reports on interviews, etc. Maintaining complete and organized records for each candidate is essential. See suggestion in box, "Keeping Everything Organized."

Three reminders. (1) Application materials developed by a school district should specify who should be listed as references; ask whether present employers may be contacted; and provide release forms, to be signed by the applicant, permitting employers/supervisors to release information about applicant. (2) Reference forms sent present or past employers should state whether the information received in reply will become part of a file that will or will not be open to inspection by the applicant should he or she become an employee. (3) Letters of reference and telephone call documentation should be retained for candidates who are employed. These materials are proof that care went into the selection process; they also make good data for study when employment procedures need improvement.

Structured Interviews: Using Them To Zero in on a Candidate's Traits

Of the newer techniques used to select the best teacher candidates, none received more favorable mentions in the AASA survey than the "structured" or "targeted" interview.

Among districts that have turned to them are North Thurston School District, Lacey, Washington; Spring Branch School District, Houston, Texas; Johnson County No. 1, Buffalo, Wyoming; Topeka, Kansas; Elgin, Oklahoma; Blue Island District 130, Illinois; Kaukauna Area School District, Wisconsin; Alachua County, Florida; Northampton County, Jackson, North Carolina.

In structured interviews, all candidates are asked the same (or similar) questions. When used for preliminary screening, as such interviews often are, the questions address a candidate's personal characteristics, interpersonal skills, educational philosophy, and professional attitudes. However, structured interviews are also used in second or third round interviewing and may focus on teaching skills, abilities, and professional knowledge.

The most useful structured interviewing requires:

- Developing questions that center on the traits and skills the district considers important.
- Developing a rating system for the replies.
- Training interviewers in interviewing techniques — eliciting responses, note taking, tape recording of answers, reviewing tapes, assessing a candidate's replies, etc.

Development of structured interviews

Structured interviews aren't new. Some administrators have been using them for 15 years or more, with the number increasing gradually. Often superintendents or personnel directors joined the ranks of users after attending a workshop offered by Selection Research, Inc., or by Project Empathy of the Omaha Public Schools.

Selection Research, Inc., known as SRI, is a private consulting firm in Lincoln, Nebraska, that specializes in providing training on the selection of professional staff for schools, youth organizations, churches, and hospitals. For school administrators, it offers "SRI Teacher Perceiver Academies" and "SRI Administrator Perceiver Academies," which cover the SRI materials and interviewing system. Sixty questions are asked in the teacher perceiver interview, five each on 12 different "themes" (see accompanying box); an interviewer's guide notes "what to listen for" in a candidate's responses. The training takes place in two workshops, totaling about six days. These are held some weeks apart, and in the meantime the trainee tapes interviews which he or she sends to the trainer for critique.

Debra Christenson of SRI reports that the firm is holding about 150 double-session workshops annually for school administrators (enrollment fee is $1,600), and that the 60 SRI questions have been validated — candidates who answer the questions in the approved way do, indeed, turn out to do well on their evaluations when they become teachers.

In Project Empathy, the Omaha Public Schools developed, with federal funding and SRI help, a structured interview that is similar to, but, some say, simpler than SRI's. Project Empathy ("Emphasizing More Personal Attitudes

Toward Helping Youth") has eight "themes" (see box) and, according to Mary Jane Faust, an Omaha administrator who worked on the project, interpretation of the applicant's responses is easier.

Over the years, Project Empathy trained some 2,000 school administrators in teacher selection. Now, although the Omaha Public Schools no longer conducts teacher selection workshops or sells the project materials, many school districts, including Omaha, still use the system as an aid in selecting teachers. Others borrow the system from neighbors and adapt it to their own use.

Both the Empathy and SRI interviews deal with attitudes and relationships. Neither of these structured interviews attempts to assess instructional skills and abilities — such as lesson presentation, knowledge of subject matter, use of teaching techniques appropriate to content and to students, questioning skills, use of instructional time, diagnosis of learning problems, etc. These are important teaching abilities upon which teachers in many school systems will be evaluated. Developing a structured interview to tie in with local teacher performance standards is an emerging task in most school districts.

Beaverton did it

The Beaverton, Oregon, school system (enrollment: 23,000) hires about 150 new teachers each year. About half are former teachers returning to the district, substitutes, and other temporary teachers whose work and personal characteristics are known to principals and other administrators. The other half are interviewed by central office administrators and principals through structured procedures developed by Tom Ptacek, the personnel administrator, and his staff.

Beaverton's structured interview has two special features:

1. Questions are keyed to eight "themes" — qualities desired in teachers — that in turn are keyed to Beaverton's performance standards for teachers.
2. Most interview questions are "behavioral." Although this is true to some extent in many structured interviews, the questions suggested for the Beaverton interviews emphasize, for example, how the candidate handled certain situations in the past.

The eight themes on which teacher candidates are rated are:

- Flexibility
- Commitment to accomplishment
- Relating to students
- Professional orientation
- Modeling appropriate behavior
- Enthusiasm
- Clarity of expression
- Classroom management.

Below are details about one of these themes, how it relates to teacher performance standards, and the questions suggested as a means for ascertaining whether a candidate has the quality.

Flexibility (definition): The ability to adapt to changing conditions in the learning environment, as well as changes in the profession. This ability includes cooperativeness with youth and adults and a democratic approach to teaching. It also includes willingness to learn new concepts or ways of doing things.

The Beaverton performance standards which relate to the theme of flexibility are:

- Maintains current knowledge of subject matter.
- Maintains skills necessary to deliver content or service of professional activity.
- Is able to adjust to changing conditions and to unexpected situations.
- Listens and responds to students' comments and suggestions.
- Is open to suggestions about ways to serve and instruct students.
- Listens to and considers suggestions which may improve teacher and student performance and accomplishment of goals.
- Shares ideas and resources with other teachers.
- Selects and/or develops a variety of teaching methods and procedures appropriate to the objectives.
- Provides for a variety of instructional groupings based on instructional needs.

Examples of questions asked job applicants in Beaverton to ascertain their flexibility include:

- Explain a short unit you recently created and taught. How did you present it? Now tell me about another unit you taught.
- Tell me about a conflict situation you had with a colleague and how you attempted to resolve it.
- What kinds of inservice activities would you like?
- If you could change any one thing about your supervising teacher/principal last year, what would it be?
- Assume you are teaching the same concepts in _____ (subject) to all students. How do you adjust instructional techniques to meet the needs of students who function at different levels?
- Describe your approach to working with other teachers at the same grade level or department.
- Describe the decision-making strategy which makes you the most comfortable.

Beaverton's approach in interviewing is described in a bulletin developed for principals which includes suggestions for interviewers, helpful hints, and guidelines for lawful and unlawful questions. It is called "Interviewing and Selection — The Million Dollar Investment." For a copy, write Beaverton School District #48J, P.O. Box 200, Beaverton, OR 97075. The bulletin is aptly titled: A school system will invest at least a million dollars in salary and benefits in each beginning teacher it employs who stays with the district until retirement.

Tape interviews

It's a courtesy to ask a job applicant if she or he minds if you tape the interview. In a few districts, where the taping of decision-making interviews is required, there would be no interview if the candidate objected.

There are good reasons to tape interviews:

- A tape provides proof that care was used in the selection of the applicant. In a few school systems where principals or selection teams have been given major responsibility

for teacher selection, tapes of interviews must be submitted by the principal or selection committee when recommendations for employment are submitted to the district administration.

- In interviewing three or four candidates, or more, an interviewer or selection team can easily get confused as to who said what. No matter how efficient the interviewer is at taking notes, a tape with the exact questions and exact answers is helpful; and it's particularly important when a selection team is rating candidates and making the final decision.
- Tapes are a chief means for improving interviewing skills and techniques, either through self-help or critiques offered by others. They are essential as a selection team works together to improve its interviewing procedures. When school districts provide inservice for administrators and other staff on employee selection, improvement of interviewing skills (and concommitant critiques of the tapes of actual interviews) can and should be part of the program.

Observing the Candidate at Work in the Classroom

Observing candidates teaching is probably the best way to judge whether they possess, and to what degree they possess, the instructional skills and abilities needed by good teachers. There are three sources of candidates whose work has been directly observed: the school system's substitute teachers, student teachers, and teacher aides.

Substitutes. In recent years the supply of teachers for most positions has permitted school systems to hire certified teachers as substitutes, thus school districts have been able to build a pool of qualified candidates known by principals. Superintendents report that a quarter, third, half, or more of their newly appointed teachers have served in the district as substitutes. Principals and supervisors have seen these job candidates present lessons; in many cases, their teaching performance has been observed and evaluated with the same, or much the same, instruments used for evaluating regular staff members.

Writes Superintendent R. Larry Stucky, Mogadore Local School District, Ohio (enrollment: 900): "Our most significant change in hiring practices has been being able to observe potential teachers in tutorial or substitute positions in our school system." The Rochester, New York, school system (enrollment: 33,000) makes it a practice of putting qualified applicants for teaching positions on a per diem substitute list so that their performance can be observed.

Student teachers. Schools report that their former student teachers are a good source of candidates. Having worked under the supervision of one of a district's outstanding teachers, a former student teacher is acquainted with the school and its programs, and the principal and supervising teacher are acquainted with the candidate's abilities. Superintendent Gary Holcomb, of the Bogalusa, Louisiana, City Schools (enrollment: 4,200), points to student teachers as one of Bogalusa's best sources of candidates. He says: "We have student teachers in classrooms with our teachers certified in student teaching. These teachers are a good judge of those who will be successful in our school system as teachers."

Detroit has a special program through which it signs up promising student teachers well in advance of their graduation, and then (through their supervising teachers) ensures that they will be equipped with the special teaching skills and abilities needed in inner city schools by the time they graduate.

Many teacher internship programs — some recent, some long-standing, as one set up some years ago in the Westside Community Schools, Omaha, in cooperation with the University of Omaha — have proved good sources of beginning teachers who have the professional understandings and outlooks desired by the school systems.

Note: The contributions of internship programs to successful teacher recruitment is discussed in later chapters of this report.

Teachers aides. Another source of candidates whose work has been observed are teacher aides, particularly those with liberal arts backgrounds, who have taken the professional training needed for certification and who have applied for teaching positions. Some large city districts, especially those seeking minority candidates and teachers for the inner city, are encouraging teacher aides to get the professional training needed for certification.

Arranging for observations

Some school systems are arranging to observe candidates at work in the classroom before employment. A few superintendents, for example, Carole Spahr, superintendent of Annville-Cleana School District, Pennsylvania (enrollment: 1,800), told AASA that they "observe candidates in actual teaching situations whenever possible." The Holmdel, New Jersey, school system (enrollment: 2,250) arranges for top candidates to present a demonstration lesson.

In Travis Unified School District, California (enrollment: 3,110), teacher candidates must be observed teaching before they are hired. "As we select teachers, we are putting increased emphasis on 'demonstrated' teaching skill. Before we hire teachers, we have to see them present lessons," reports personnel director Todd A. DeMitchell. The East Williston, New York, Public Schools also requires observation of teaching performance before a candidate is hired. In this district (enrollment: 1,500), the selection committee that interviews applicants for an opening either visits the top candidate's school to observe a lesson or arranges for the candidate to present a demonstration lesson in East Williston.

In spite of the difficulties involved, more direct observation is needed if schools and school systems are to select the very best candidates. Technology and cooperation may offer solutions. Writes Gene Zalewski, superintendent of Niles Elementary School District 71, Illinois: "I would like to see teacher candidates come in with videotapes of how they actually have taught a class."

Providing Inservice on Teacher Selection

Most superintendents admit they need more training in selection of staff. At best, they have taught themselves, learned on the job, gone to workshops on the subject, shared techniques with colleagues. As school systems institute new selection criteria and procedures, they often provide inservice for principals and teacher selection teams

in using them. Sometimes the new criteria and procedures have been developed in inservice programs.

One pattern has been for the superintendent or personnel director to attend a workshop on teacher selection, then to return to the district and conduct similar sessions for principals and department heads.

Personnel director Debbie Wing of North Thurston School District, Lacey, Washington (enrollment: 6,000), did so, for example. She attended an Empathy workshop, then led inservice sessions for North Thurston principals in which they developed sample questions to ask during interviews. Later, principals submitted tapes of interviews they had conducted for Wing and the inservice group to evaluate.

Workshops on teacher selection for principals, other administrators, and selection teams can focus on or include various types of practical activities. Among them are the following:

- Developing selection criteria (general or job specific — from district goals and objectives, teacher performance standards, etc.)
- Preparing questions for structured interviews (general or job specific)
- Interviewing — critiquing tapes of actual interviews or staged interviews
- Interviewing — developing sets of tips for good interviews
- Developing tips for screening documents
- Preparing portions (or all) of a district handbook on teacher selection
- Revising and improving selection instruments.

Note: In special sections accompanying this chapter are (1) a list of suggested contents for a district handbook on staff selection, and (2) a list of various forms and instruments needed for teacher selection and employment.

INTERVIEWS:

Setting and Small Talk, Mannerisms and Signals

From a variety of guides on the employment of school staff come the following suggestions:

- All staff, beginning with the receptionist at the front desk, should be coached in treating job applicants in a friendly, businesslike manner. The secretary who greets candidates coming in for scheduled appointments should make them aware that they are expected.
- A candidate who needs to wait for an interview should be informed approximately how long the wait will be. The secretary should make available to him or her reading material about the school system or materials recently published by the school system.
- The interview setting should be comfortable — but businesslike. The faculty lounge is not appropriate. A simply appointed conference room is better. It's more effective for the interviewer and interviewee to sit across from each other at a conference table than for the administrator (leaning back in a swivel chair) to conduct the interview from across a desktop cluttered with knick-knacks, family photos, and the files of competing candidates.
- The interviewer, with friendliness and cheerfulness should put the applicant at ease. Talk can be about the traffic, the weather, the coming holiday — anything simple, but the small talk should promptly give way to the business at hand.
- Ask a planned series of questions, worded so they require more than yes or no answers. Encourage the applicant to talk about his or her experiences, ideas, beliefs, background, etc.
- Lead the applicant to open up and talk freely, but keep control of the interview through your questions.
- As the applicant talks, listen carefully. But do more than listen: note expressions, signs of confusion, discomfiture, satisfaction, agreement — significant tip-offs as to the applicant's personality and abilities.
- Watch your own mannerisms. Be acceptive of all responses, but neither endorse nor criticize them through your comments or expressions. If you do, you inform the candidate of what you want to hear — what you do and do not approve of: The candidate's answers may be tailored accordingly.

THE APPLICANT'S FILE

Keeping Everything Organized

A master list providing spaces for checkmarks and dates can serve as an index for the file folder of each applicant, as well as a checklist and schedule of employment procedures completed for the individual. The following description is based on several checklists/schedules received from school personnel offices.

One set of entries covers required forms and credentials: completed application, references, and recommendations, transcript of credits, certificate, test scores, clearances, work samples required, etc. Listings provide for dates the employment office sent requests as well as dates the materials were received and added to the folder. For example:

	Requested	Received
Credit transcripts:	_____	_____
From _____		
_____	_____	_____
References:		
From _____	_____	_____
_____	_____	_____

Another set of entries covers interviews, various contacts with the applicant, and approvals. The required interviews are listed, with spaces alongside for the dates scheduled, dates applicant was notified of the schedule, dates interviews were held, and dates applicant was thanked for coming and sent a letter indicating possible/probable acceptance/nonacceptance and time of expected decision. Further spaces provide for dates reports on interviews were added to file, for dates of candidate approval or nonapproval by various administrators and the school board. A final entry in this set offers a space for the date the candidate was officially notified of acceptance or nonacceptance.

Next, the listing covers for the successful candidate materials that he or she must provide prior to employment: for example, results of a pre-employment physical examination on the required form; W-4 form (federal income tax), I-9 form (employment eligibility); signed documents related to social security, state retirement plans, health insurance, etc.

Final items for candidates not employed pertail to the school system's desire to keep the applicant on file should other vacancies arise, date candidate was informed of the possibility, whether the candidate remains interested or wishes the application withdrawn. Further entries in this category relate to updating of the applicant's file should suitable vacancies arise within a one- or two-year period.

Good Resource on Selection Procedures

Effective Teacher Selection — From Recruitment to Retention, by Arthur E. Wise, Linda Darling-Hammond, Barnett Berry, prepared for National Institute of Education. Rand Corporation, 1700 Main St., P.O. Box 2138, Santa Monica, CA 90406-2138; 1987, #10.
A report on practices in six selected school systems: Mesa, Arizona; Montgomery County, Maryland; East Williston, New York; Hillsborough County, Florida; Rochester, New York; Durham County, North Carolina. A back-up volume, "A Rand Note" ($20), presents a case study of teacher selection in each school district in detail.

Comment on Self-Selection . .

"We want teacher candidates to understand this district's mission and expectations . . . .When we do a good job of communicating these things to the candidate, the selection process seems more likely to yield the thoroughly committed teacher."

Don Hanson, assistant superintendent, personnel, Waterloo, Iowa, Community School District

12 Themes of Selection Research— The Structured Interview

In the structured interview developed by Selection Research, Inc., questions asked applicants pertain to one of 12 themes that indicate the person has the appropriate personal traits for being a good teacher. The themes are:

MISSION. — Mission is what takes some individuals and groups out of society's mainstream in order to assure the quality and purposiveness of that mainstream. Mission is a deep underlying belief that students can grow and attain self-actualization. A teacher with mission has a goal to make a significant contribution to other people.

EMPATHY. — Empathy is the apprehension and acceptance of the state of mind of another person. Practically, we say we put ourselves into the other person's place. Empathy is the phenomenon that provides the teacher feedback about the individual student's feelings and thoughts.

RAPPORT DRIVE. — The rapport drive is evidenced by the teacher's ability to have an approving and mutually favorable relationship with each student. The teacher likes students and expects them to reciprocate. Rapport is seen by the teacher as a favorable and necessary condition of learning.

INDIVIDUALIZED PERCEPTION. — Individualized perception means that the teacher spontaneously thinks about the interests and needs of each student and makes every effort to personalize each student's program.

LISTENING. — The listening theme is evident when a person spontaneously listens to others with responsiveness and acceptance. Listening is viewed as beneficial to the speaker.

INVESTMENT. — The investment theme is indicated by the teacher's capacity to receive satisfaction from the growth of the students. This is in contrast to the person who must personally perform to achieve satisfaction.

INPUT DRIVE. — Input drive is evidenced by the teacher who is continuously searching for ideas, materials, and experiences to use in helping other people, especially students.

ACTIVATION. — Activation indicates that the teacher is capable of stimulating students to think, to respond, to feel — to learn.

INNOVATION. — The innovation theme is indicated when a teacher tries new ideas and techniques. A certain amount of determination is observed in this theme because the idea has to be implemented. At a higher level of innovation is creativity where the teacher has the capability of putting information and experience together into new configurations.

GESTALT. — The gestalt theme indicates the teacher has a drive toward completeness. This teacher sees in patterns — is uneasy until work is finished. When gestalt is high, the teacher tends toward perfectionism. Even though form and structure are important, the individual student is considered first. The teacher works from individual to structure.

OBJECTIVITY. — Objectivity is indicated when a teacher responds to the total situation, gets facts and understands first compared to making an impulsive reaction.

FOCUS. — Focus is indicated when a person has models and goals. The person's life is moving in a planned direction.

The teacher knows what the goals are and selects activities in terms of these goals.

For further details about the SRI, see the section on Structured Interviews in this chapter. The address of Selection Research, Inc., is P.O. Box 5700, Lincoln, NE 68505.

A special note on employment eligibility. All employers, including school districts, must conform with the Immigration and Reform Control Act of 1986 which requires all employees to fill out their part of form I-9 when they start to work, and all employers to (1) check documents establishing employees' identity and eligibility to work, (2) properly complete form I-9, (3) retain all forms at least three years and, for persons who remain in employment, until at least one year after they leave, (4) present forms for Immigration and Naturalization Service or Department of Labor inspection upon three days' advance notice. The INS requires, for inspection purposes, that the I-9 forms of all employees be kept in a single file, not separately in employees' personnel files.

Notice that the employee must provide documents establishing *both* identity and employment eligibility. Acceptable documents for establishing both are: (1) United States passport, (2) certificate of United States citizenship, (3) certificate of naturalization, (4) unexpired foreign passport with attached employment authorization, or (5) alien registration card — green card — with photograph.

Acceptable documents for establishing identity only are: (1) a state-issued driver's license or identification card with photograph — or information, including name, sex, date of birth, height, weight, color of eyes, (2) U.S. military card, (3) other official information establishing identity.

Acceptable documents for establishing employment eligibility only — i.e., legal authority to be present in the United States — are: (1) original Social Security number card, other than a card stating it is not valid for employment, (2) birth certificate issued by state, county, or municipal authority bearing a seal or other certification, (3) unexpired INS employment authorization specify form.

All school employment offices should have a copy of the "Handbook for Employers," published by the Immigration and Naturalization Service, 425 I St., N.W., Washington, DC 20536.

Forms and Instruments for Use in Teacher Selection/Employment

Not all school systems need all the forms and instruments mentioned in the listing below, but many need most of them.

For general distribution

- Recruitment literature — including salary schedule, benefits summary, teacher performance standards
- Standard vacancy notice forms — for mailing, posting internally

For distribution to applicants/applicants' files

- Application form
- General instructions/procedures for applicants
- Recommendations forms
- Release-of-information forms for educational institutions, past employers
- Checklist for required credentials, other papers
- Tracking sheet for processing application/applicant
- Form letters (acknowledgment of application, follow-ups, interview appointments, acceptance, nonacceptance)
- For use by interviewer(s)/selection team
- Screening standards for documents
- Selection criteria
- Procedure checklist
- Interview guide
- Rating form for interviews
- Telephone reference form
- Final rating form
- Recommendation-for-hire form

For candidates who will be employed

- Physical examination forms to be signed by physician
- Affidavit form for attesting to no prior convictions for criminal offenses of certain types
- Federal I-9 form for all new employees; I-94 forms — employment authorization — for employees who aren't United States citizens

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Note: A packet of sample forms that a district may use in developing its own forms is available from Eden Enterprises, P.O. Box 2196, Bloomington, IN 47402-2196. The packet also offers a set of questions for inquiring into a candidate's teaching skills and abilities (covering both instructional skills and personal traits), along with a guide for interpreting responses. The packet is available for $16.

Notes from Research. . . On Selection Committees

Recommendation: Involve more people in the decision. Asking final candidates to proceed through a series of assessments and interviews . . . is something of an insurance policy in selection. The use of selection teams can increase the reliability of interviews by combining the judgments of individuals . . .

How to Recruit and Select the Very Best Teachers, Mary Cihak Jensen; Oregon School Study Council.

Recommendation: Senior teachers as well as principals should be involved in the selection process. Their involvement enhances the validity of the process by providing great insight into candidates' subject matter competence and teaching philosophy, and conveys a view of teaching as a professional role.

Effective Teacher Selection, Arthur E. Wise, et all.; *Rand, 1987.*

8 Themes Of Project Empathy Structured Interview

In the structured interview developed by Project Empathy of the Omaha, Nebraska, Public Schools, questions asked applicants pertain to one of the following eight themes which indicate the person has the personal traits needed by a good teacher:

RELATIONSHIP. A teacher with a strong relationship theme possesses good relating skills such as listening, patience, and caring, and sees the building of relationships as the best way to help students grow and develop.

DEMOCRATIC ORIENTATION. A teacher with a democratic orientation works out problems with the students and sees supervision as supportive and understanding. This person does not deal with problems in an authoritarian manner.

RAPPORT DRIVE. This theme can be conceptualized as a teacher's ability to develop an approving and favorable relationship with each student. This teacher likes students and wants them to like him/her. Teacher with high rapport drive make you feel comfortable when you are around them.

EMPATHY. Empathy is the apprehension of the state of mind of another person. Practically, we say we put ourselves into the other person's place. We "feel" with him/her. Empathy is the phenomenon that provides the teacher feedback about the individual student's feelings and thoughts.

STUDENT ORIENTATION. This them is basically a belief that students ought to be heard, understood, and dealt with as people first; and curriculum, materials, public image, etc. would take second place.

ACCEPTANCE. Acceptance is the ability to take a person "as is" and thus be prepared to help the person from that point. It is neither a condemn nor condone approach. It has been defined as "unconditional regard." Accepting teachers very often have an "openness" about their feelings that makes them more approachable.

STUDENT SUCCESS. A teacher with this theme receives satisfaction from the success of students and sees student success as fulfillment of his/her goals.

WORK AND PROFESSION ORIENTATION.—This theme includes a variety of areas: work organization, professional relationships, and belief in his/her profession.

For more information about Project Empathy, see section on Structured Interviews in this chapter.

Possible Contents for District Handbook on Teacher Selection

District handbooks on teacher selection can run from 10 to 100 pages. The table of contents below is based on the numerous teacher selection handbooks sent to editors of this report.

Equal employment opportunity policy

- Affirmative actions requirements

Recruitment policy

- Procedures-responsibilities
- Advertising vacancies—policy/procedures
- Internal posting requirements

Hiring policy

- Policy on nepotism

State requirements for certification, physical examinations, criminal record checks

Selection criteria

Step-by-step selection procedures

- Responsibilities (for receiving applications, paper screening, interviewing)
- Approvals required
- Special procedures for hiring substitute teachers
- Special procedures for hiring candidates who are former district teachers, substitute teachers, student teachers in district
- Special procedures involving transfers

Interviewing

- Requirements and responsibilities
- Special directions for selection teams
- Interview outline
- Sample questions
- Record-keeping
- Rating candidates after interviews
- Tips for good interviews
- Questions that are unlawful

Checking references and credentials

Making final choices

Responsibilities for notification of successful, unsuccessful applicants

Copies of forms used in selection

SUCCESS STORIES

Working Toward Improved Selection

Reports of experiences from Lawrence, Kansas — Jefferson County, Colorado — Yuba City, California — Montville Township, New Jersey — Oconomowoc Area Schools, Wisconsin — Strathcona County, Alberta

LAWRENCE, KANSAS

District hires "superstars," vacancy or no vacancy

"If the major function of education is teaching and learning, then our greatest care should go into the selection of teachers and staff development." This is the principle upon which Superintendent Dan Neuenswander has established the teacher selection system in Lawrence, Kansas (enrollment: 8,000).

The most significant change in teacher selection practices in Lawrence in the past several years, Neuenswander reports, has been "increased attention to the entire process." The district has developed a new application form that includes screening questions; schedules three interviews for each elementary school teacher candidate and at least two for those seeking positions in secondary schools; has provided the administrative staff with training in interviewing and teacher selection; and takes candidates through structured interviews. Perhaps the most unusual feature of the process is that the district looks for and hires the "superstars" among teacher candidates whether or not it has an opening for them.

Conducting the search, K-6

Here is how Lawrence's teacher selection system worked during the 1987-88 school year for the district's 16 elementary schools (K-6).

In the spring of 1987, when the school district advertised elementary teacher openings (it knew it would have 10), 650 individuals applied. Applicants were asked to complete the school system's application form, about half of which is devoted to 12 screening questions. One question is from each of the 12 "themes" proposed as areas for assessment of teacher candidates by Selection Research, Inc. (See section on Structured Interviews, chapter 4. Superintendent Neuenswander has taken leadership training in teacher selection from SRI and has trained Lawrence administrators in SRI selection techniques.)

The assistant superintendent for human resources reviewed the 650 applications and accompanying materials, narrowing the candidate list to 125. The applications included those of substitute teachers and student teachers recommended by principals as being exceptionally good. Then, on a Saturday, three principals named by the superintendent screened the applications further, reducing the number to 80.

Each of the 80 candidates had three interviews, as outlined below. All of the interviews took place on two days that Lawrence principals and central office administrators had set aside for interviewing.

Interview 1: Principals (most take part) gave candidates the SRI structured interview. It's not difficult to ask the structured questions, Neuenswander says, but the note taking, interpretation, and scoring of the candidate's replies take skill and practice. (To qualify for giving the SRI structured interview in Lawrence, the principal must achieve an 85 percent accuracy score in a competency test on using it. Most, but not all, of the Lawrence principals have qualified.)

The candidate's score on the structured interview is an important consideration in selection, but only one consideration.

Interview 2: Each candidate was interviewed by one of the three members of the superintendency team — superintendent of schools, assistant superintendent for curriculum and instruction, or assistant superintendent of human resources. Each of these administrators interviewed 26 or 27 candidates during the two interview days. All three asked the same questions, determined in advance.

Interview 3: Each candidate was interviewed by a team of two principals. Several principals' teams were at work

simultaneously so that the interviews could be accomplished in two days. All teams used a standard form for rating the candidates on characteristics and skills, although these interviews were not formally structured.

Results of the three interviews went into the candidate's folder and were submitted to the personnel department for final assessment, made on the basis of recommendations of the interviewers, interview ratings, and a review of all credentials and references. With the assistant superintendent for human resources in charge, 10 "superstars" were chosen and immediately informed of their selection. Another 15 were chosen as "runners-up" and were notified at once that their appointment was possible and probable later on in the summer. Later, principals whose schools had openings got together with the assistant superintendent and worked out assignments.

Superstars help solve "last-minute" problem

"When we are selecting teachers for elementary classrooms," Neuenswander says, "we forget about vacancies. Our goal is to choose the very best among the candidates. In the spring of 1987, we found 10 superstars, which just happened to be the number of openings we knew we would have. If we had found 12, we would have hired all of them. By the time schools open in September, we probably will have more vacancies — and it's better to take a chance than to let the good candidates get away."

Resignations in late July and August are a problem in many school districts. Often the best of the candidates who have been interviewed in the spring have already signed contracts elsewhere. When a late resignation occurs in Lawrence, a "superstar" may already have been hired who will fill the position. If not, the principal is sent the files of the runners-up and makes a selection.

For more information: Dan Neuenswander, Superintendent, Lawrence Public Schools, 1919 Delaware, Lawrence, KS 66046. Telephone: 919/842-9888.

JEFFERSON COUNTY, COLORADO

Looking at competencies in knowledge, skills, human relationships

"A school system dedicated to excellence in education must be committed to recruiting, employing, and retaining outstanding teachers."

Acting on this belief, Charles Rufien, assistant superintendent, Personnel Services, Jefferson County Public Schools, Colorado, called in 12 of the district's principals to develop an "outstanding teacher profile" (see box). It is now used extensively by recruiters for this 76,000-pupil district to screen teacher candidates, by Personnel Services to interview applicants, and by many principals and interviewing teams as they make final teacher selections.

The profile is based not only on what the district principals believe makes a good teacher, but also on research which indicates a high correlation between certain teacher behaviors and student achievement.

The profile format groups behaviors in three categories — knowledge, skills, and human relationships.

1. **Knowledge.** The descriptors cover coursework, certification, and grades; and such indicators of knowledge as honors and awards, travel, and "ability to speak and write well about the significance of knowledge and cumulative experience."

The profile says: "...Consideration of grade point (and test scores) in isolation should be avoided. Not only could such practice discriminate against minorities, but it also could rule out any young adult who started his or her higher education lacking maturity, focus, and study skills."

2. **Skills**. The 12 descriptors in this category include the behaviors that correlate with student achievement. Those who developed the profile believe that: "The outstanding teacher should be able to verbally 'walk through' one or more instructional models. He or she should discuss setting objectives, presenting the material, guiding practice, checking for understanding, continued coaching, and closing the lesson....Outstanding teachers display familiarity with several effective motivational and classroom management techniques."

Checking with Former Employers...

Before recommending candidates they have interviewed for employment, principals in Yuba City Unified School District, California, check all references and talk with the candidates' former supervisors and employers. Their checks include the following questions, which appear on a standard district form:

Work

- How would you rate the quality of this person's work?
- How does he/she react to emergencies?
- What can you tell me about his/her interpersonal relations skills?
- What are his/her job strengths/skills?
- What are his/her job weaknesses?

Attendance

- How many days of work did he/she miss during each year of employment?
- What were the usual reasons for absence?
- Did the person have any on-the-job injuries or health problems that you can recall?

Health

- Are there any other factors that you feel might have a bearing on a decision to hire this candidate?

In recommending (or not recommending) candidates, Yuba City principals submit to the central office complete documentation on their reference checks. Each of the above questions is fully answered.

Don't Get Personal

Questions not to ask during an interview

Although the personal characteristics of a teacher — or any employee — are important to school officials, questions asked during interviews should relate to the job. Even in friendly conversation with the candidate, it's unwise to get too personal. Some of the following questions in a friendly context might seem quite innocent, others are obviously outrageous, but according to fair employment practice and equal opportunity guidelines in California, all are off limits in that state. Some might be permissible elsewhere.

- How many children do you have at home?
- What are the ages of your children?
- Who will babysit your kids?
- Do you plan to have more children?
- Are you currently practicing birth control?
- What are your plans for marriage?
- Are you currently living with your husband/wife?
- How long have you been married/divorced/separated?
- Do you still see your ex-husband?
- Is your present husband your children's father?
- Is your family dependent upon your working?
- Do you have to work?
- How does your husband feel about your working?
- How does your wife/husband feel about your moving?Are your parents citizens?
- Where are your parents living?
- What is your native tongue/language?
- What kind of a name is that?
- Were you born in this country?
- When did you come to the United States?
- What is your wife's (or mother's) maiden name?
- Were you in the military service?
- Why were you not in the military service?
- What clubs, societies, organizations, lodges do you belong to?
- Are you active in any political organizations, local campaigns, parties?
- Where do you go to church?
- What is your religious preference?
- Have you ever been arrested? (A question pertaining to conviction, however, may be asked if job-related.)
- Have you ever had trouble with the law?
- Have you ever been subpoenaed?
- Have you ever had any property repossessed/foreclosed?
- Do you own your own home?
- Are you renting/buying your home?
- Do you live in a house/apartment?
- Do you own your own car?
- How did you finance your education?

The above list of questions was contributed by Yuba City Unified School District, California

3. **Human Relationships**. In this category are 13 descriptors of interpersonal and organizational relations and personal qualities of life in schools. Say the notes to these descriptors: "Eagerness and energy in general and certainly enthusiasm for teaching and learning are profile essentials. Regard and empathy for all students must be affirmed and evidenced by an outstanding teacher (candidate)....The quality of life in schools...depends heavily on the social awareness and human relations skills of teachers."

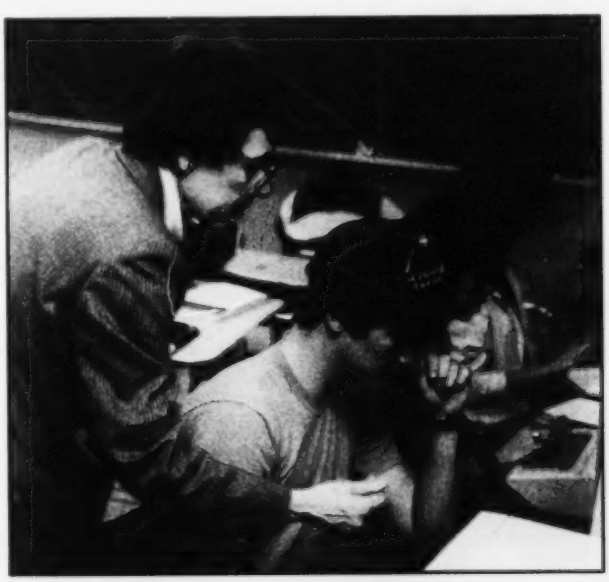
"In our original interviews with applicants — including those for substitute positions," says Rufien, "we try to check on each point in the profile. And we use the same interviewing procedures with everyone." He reports that for the 1987-88 school year, Jefferson County Public Schools employed 268 new teachers — 143 of them were substitutes whose teaching skills had, of course, been observed and whose performance had been evaluated.

YUBA CITY, CALIFORNIA

Selection of teachers is a three-part process

As have a growing number of school districts, Yuba City, California (enrollment: 6,600), took the time and effort to examine and put in writing the skills, abilities, and other characteristics it desires in teachers. Then, district officials went on to construct questions designed to draw from candidates answers that would reveal their strengths and weaknesses as future teachers.

The work required several years and many inservice sessions for principals, assistant principals, and others who recommend teacher candidates for employment. As a group, these administrators first considered and identified the characteristics they thought most important for teachers and listed the characteristics on a candidate evaluation form. Then the group considered the types of questions most useful to ask during interviews to get at a candidate's abilities and produced a set of sample questions to accompany the candidate evaluation form. The original drafts were



BEST COPY AVAILABLE

tried out by the group for several years, and further refined in 1986.

Personnel director Richard A. Loveall leads the effort to improve teacher selection in Yuba City. Useful tools at the beginning, he reports, were (1) a videotape showing how to conduct interviews and (2) accompanying materials on how to interpret the candidates' answers against established criteria. The tape Loveall used with the group was produced by Eli Vakouvich (now assistant superintendent for personnel, Anaheim City Unified School District) as part of work for a doctorate and is distributed by the American Association for School Personnel Administrators.

Out of that process, Yuba City has determined what it wants its teachers to be like and to be able to do, and has outlined the kinds of questions interviewers should ask to ascertain whether a candidate will measure up to its standards.

Questions cover seven themes

Yuba City's format for interviews is organized under seven headings:

- Human relations skills
- Knowledge of content
- Knowledge and use of materials
- Planning skills
- Classroom management skills
- Knowledge of child growth and development
- Instructional skills.

Each of the above characteristics is divided into several (from four to nine) subtraits, skills, abilities, or understandings. Under "human relations skills," for example, the district seeks: a caring attitude toward students, good professional relationships, enthusiasm toward teaching, honesty and candor, cooperation, adaptability, sensitivity to others, a sense of humor, ability to communicate well orally.

Here are the types of questions Yuba City administrators may ask to judge an applicant's strength in human relations skills:

- If I called the principal of [where applicant is currently teaching or practice-teaching] and asked him or her to describe you as a teacher, what do you think that he or she would say?
- How would you like to have your students describe you?
- After your first three days of classes, you notice that two students are continually tardy even though you have pointed out to the class every day that you expect everyone to be punctual. How would you change the behavior of the two students?
- After speaking to several students privately that they are not completing homework assignments, you decide to call their parents to advise them. The first parent you call answers, "I couldn't care less. I think your homework assignments are just busywork and not worth doing." How would you answer that parent?

As a second example, the characteristic "knowledge and use of materials" is divided into four subtraits: previous experience with teaching materials, knowledge of materials used in the district, mechanical aptitude (e.g., with a-v equipment), computer literacy. ("Experience and training in computer-assisted instruction is a highly desirable qualification — something we've looked for in teacher candidates only for the past few years," Loveall reports.)

Among sample questions for getting at a candidate's prowess with teaching materials are:

- What textbook did you use in class? How did you use it? What is your evaluation of it?
- Please tell us about the experiences you've had using computers to assist with your instructional program.
- If given the choice, what textbook and supplementary materials would you use in _____ and why?
- What do you think students should know about computers? How would you use computers in your classroom?
- To what extent did you rely on the textbook to get the information on _____ across to your students?

As a final example, interviewers in assessing "instructional skills" base ratings on whether the candidate teaches to an objective, teaches at the appropriate level of difficulty, monitors learning, and has knowledge of the principles of learning. Questions asked are similar to these:

- You are going to teach a lengthy and complex unit on _____. How will you monitor the students to see what they have learned?
- How do you determine how much practice time your students need prior to being tested?
- Tell us what strategies you use to motivate your students.
- Give an example or two of a behavioral objective for a unit on _____.
- What besides written tests do you use to determine if students are learning?
- How do you accommodate the different levels of student ability in your class?

Principals and persons on selection committees also are coached on questions that shouldn't be asked — see box, "Don't Get Personal — Questions Not To Ask During an Interview," a listing developed for Yuba City administrators. The permissibility of certain questions vary state to state, in accordance with state fair employment laws.

Selection: A three-part process

The structured interviews are only part of Yuba City's hiring process. "We look at teacher selection as divided into thirds," says Loveall, "one-third, our examination of the candidate's papers — transcripts, college grades, resume, etc.; one-third, interviews — each candidate employed has at least two; and one-third, a thorough reference check. In addition to having the characteristics that are listed on the candidate interview form, we want teachers who are flexible, who are not limited as to the grade level and subject matter they can teach, who are well-rounded people with high intelligence. That's why we look carefully at college courses, grades, and extracurricular activities in college."

Here is a summary of Yuba City's three-part selection process:

Part 1—Paper sort. After vacancy notices are sent out (they go to all teacher education institutions in California, as well as some in other parts of the country), the personnel office "does a paper sort" to select candidates who meet the basic qualifications. These applications and accompanying materials are submitted to the principal of the school with the job opening. The principal, together with an interview

team, does a more thorough paper sort and selects—on the basis of the applications—the candidates the team wishes to interview. They may interview six candidates, perhaps as many as 12.

Part 2—Interviews. The district personnel office conducts informal interviews as it accepts applications and carries out its initial screening. Subsequently, the structured interviews are conducted by the principal and interview team. On the team (which the principal appoints) are at least two teachers who teach the subject or grade in which the opening exists.

The principal opens the interview; then team members, guided by the sample questions, join in the questioning. (All team members have been alerted to questions they may not ask — see box, "Don't Get Personal.") The team has reviewed sample questions in advance, and makes it a point to ask all candidates the same, or similar, questions. Each team member takes notes and completes an evaluation form for each candidate. Candidates are rated 1 to 5 (weak to strong) on each of seven essential characteristics. The seven scores are added for an overall score.

The interview team is not required to recommend the candidate with the highest overall score, nor must the principal follow majority rule in making a recommendation to the personnel office and superintendent. However, the ratings help the interview team in their discussion and selection of the best candidate for the school system and the particular opening. The team's role is advisory to the principal, but usually the principal and others agree on the best candidate; should they not, the team member or members may present a minority report to the personnel office and superintendent.

Of special help to the interview team are tape recordings of the interviews. All team interviews must be taped. With tapes, the interview team may go back and review, for example, a candidate's familiarity with the principles of learning or examine the candidate's syntax. Taping interviews also helps to keep the team on track in asking candidates the same questions, and the tapes serve as documentation for the principal's recommendation. Tapes and other materials are submitted to the personnel office when the recommendation for employment is made. Loveall points out that candidates are told that the interview is being taped, and that taping is legal. "Perhaps most important," he says, "taping interviews has helped principals and team members improve the interviewing process."

Part 3 —Reference check. Following interviews, principals check references of the candidates being considered, using a standard form that presents questions on the quality of the candidate's work, his or her attendance, health, and other factors. See box, "Checking with Former Employers."

One final interview. The superintendent, after receiving the recommendation of the principal, conducts a final interview with the top candidate. "This is no rubber stamp process," says Loveall. Superintendent Andy Karperos reviews the chosen candidate's file, and talks with the candidate, usually for about an hour. Although as a rule he approves the principal's recommendation, on occasion he has turned one down. Then the personnel office and interview team must go back to square one in filling the vacancy.

What of the future?

How is the system working? "Very well for the time being," says Loveall. Principals and teachers are pleased with it. During the school year, the district provides substitutes for teachers serving on teams for interviews during the school day. But when interviews continue during the summer, the teachers come in on their vacation time to serve on the team. "They think it is that important," Loveall says.

But he is a bit worried about the future of a plan that requires candidates to come to the district twice for interviews, and the employment of substitutes for teachers on interviewing teams that meet with up to 12 candidates for an opening. "Currently we don't have too many openings a year and we get plenty of qualified applicants for most of them. But more teachers are retiring — our average age is now 48 and increasing — so if a teacher shortage should develop, we may not be able to ask so much of candidates or continue with full-strength teams for the interviews."

For more information: Richard A. Loveall, Director of Personnel, Yuba City Unified School District, 750 Palora Ave., Yuba City, CA 95991. Telephone: 916/741-5200.

MONTVILLE TOWNSHIP, NEW JERSEY

Observing candidates in the classroom is valued in selection process

Before a new teacher is employed by the Montville Township Public Schools, Pine Brook, New Jersey, school administrators do what most administrators everywhere wish they could do — they observe the candidate teaching.

"We have found that it is almost always possible to arrange for a formal classroom observation," reports Estelle Heller, acting superintendent for the 2,850-pupil district. Recently the district has been employing, for the most part, experienced teachers who are being terminated because of reduction in force elsewhere in the area. "The districts they are leaving are happy to arrange for observations. But even if a teacher isn't being RIFed, we find that most schools cooperate when we ask to observe. Last year when a school didn't, we arranged for the candidate to come in and give a demonstration lesson in one of our classrooms."

Principals are largely responsible for teacher selection in Montville Township. As they observe the candidate's teaching, they keep in mind the checklist their central office administrators use in observing instruction in their own school buildings.

Only the top candidate or candidates applying for a teaching opening are observed. Prior to any observations, all candidates have been screened and, as found desirable, are interviewed by the principal and such other persons in the school as the principal asks to help. The principal then chooses the top candidate or candidates for interviews by the superintendent and, if these go well, they are observed. The superintendent may turn down the principal's choice, but will not select candidates for observation or appointment not recommended by the principal.

In the past few years, the district has been having about six or seven openings a year — and usually gets about 60 to 70 applications for each. It finds applicants for only

business and vocational education, science, mathematics, and special education in short supply.

Four traits gain importance

As the classroom observation checklist implies (see boxed observation checklist), Montville Township is looking for teachers with up-to-date skills and ideas. For instance, Heller reports, the following characteristics have become much more important in recent years:

- Ability to provide "hands-on" instruction in science, math, and social studies.
- Knowledge of teaching strategies, such as Instructional Theory Into Practice (ITIP).
- High expectations for student achievement.
- Emphasis on higher-level thinking skills.

All references of the leading candidate or candidates are checked carefully, even though the people given as references have written letters. "It's important to talk personally with past employers and supervisors," Heller says. Principals and others who telephone references use a district outline to guide their questioning, and rate the candidate on each point in the outline as O, S, or U (outstanding, satisfactory, unsatisfactory).

Here are the items checked with all persons given as references:

1. Attitude toward children (friendly, sympathetic, respectful, hostile, sarcastic).
2. Competency level of instruction (knowledge, preparation, techniques, record-keeping).
3. Professional attitude toward duties (committee contributions, willingness to volunteer for extra activities, willingness to follow through on commitments).
4. Attitude toward parents and community involvement (support of parent/community/student groups).
5. Ability to organize and manage a classroom (instructional skills and organization, discipline, ability to meet needs of students, ability to meet and solve problems with stability, maturity; demonstrates a high ethical, moral, and professional standard).
6. Reason for availability.
7. Attendance record.

For more information: Estelle Heller, Acting Superintendent, Montville Township School District, 39 Woodmont Road, Pine Brook, NJ 06058. Telephone: 201/882-0220.

OCONOMOWOC AREA SCHOOLS, WISCONSIN

Selection process looks to the success of candidates as teachers

When Oconomowoc Area School District, in Wisconsin, employs a teacher, administrators are confident that the newcomer will succeed on the job. This is because Oconomowoc has developed an interviewing process that seeks the best possible fit between a candidate and the particular job opening.

Basic employment procedures in the 4,100-pupil district are standardized for all positions — administrative, supervisory, teaching, classified. First step is selection of an interview team by the director of personnel and the school principal (or other administrator). The interview team then develops a job description and sets up qualifications needed for the particular position and, from these, forms a set of interview questions and a rating form. The questions must cover all the basic qualifications and requirements of the job.

All candidates are asked the same questions. Each team member rates the candidate as objective as possible on each qualification. The team then chooses between candidates on the basis of the ratings.

Principals and other administrators who will lead teams have been coached in the selection process and use an employment/selection handbook published by the district. Team leaders, in turn, orient team members to the process of writing job descriptions and qualifications, designing appropriate questions, and interpreting answers to arrive at ratings. Team members include, in addition to the principal, supervisors and/or department heads, grade-level chairmen and/or team leaders.

John J. Koehn, director of instruction/personnel for the district, believes that the process is helping the district select the best candidate from among those interviewed. "We're finding high levels of satisfaction with the approach among the staff," he reports.

20 questions to find the "best"

One example of the interview process is provided through the 20 questions below designed to ascertain the interpersonal, technical, and conceptual strengths of a candidate for elementary classroom teacher. Koehn points out that the following is an *example*; each team develops qualifications for the particular opening and designs questions to cover those qualifications. However, the qualifications listed below are typical of those the district seeks in teachers which, according to Koehn, has put considerably more emphasis in the past few years on knowledge of effective teaching techniques. However, "liking kids, knowing their needs, being able to provide for the needs of all of them, being organized, and having a positive outlook on life and themselves" are of overriding importance, he says.

7 TRAITS, 20 QUESTIONS

1. The candidate believes in the importance of developing a student's positive self-concept and has specific strategies to do so.
   (1) Is a positive self-concept important? Why?
   (2) How can a teacher help a child develop a positive self-concept? What would you do to foster one?
2. The candidate is knowledgeable regarding the concepts of effective instruction and has the potential to implement these concepts in effective lessons.
   (3) Do you believe all students can learn?
   (4) What is the relationship of a child's background to his or her achievement?
   (5) How do you know what level of instruction is appropriate?
   (6) How do you know when your teaching has been effective?
   (7) What do you do when a child hasn't mastered a lesson?

(8) How do you reinforce learning?
(9) What components should an effective lesson include?
(10) How would you describe an effective teacher?

3. The candidate is knowledgeable regarding motivation and utilizes specific strategies to motivate learners.
(11) Why is it necessary to motivate students?
(12) Give some examples of how you have motivated your students when you have taught.

4. The candidate has the potential to utilize a variety of techniques to maintain classroom control.
(13) What constitutes good classroom discipline?
(14) Tell us about the most difficult discipline case you faced and how you handled it.
(15) If that had not worked, what other strategies or techniques would you have used?

5. The candidate has the potential to work closely (team teach) with other staff members.
(16) How (have) (would) you encourage cooperative teaching in your teaching situation?

6. The candidate understands the value of a library as a resource center and has specific strategies to utilize the library as a classroom resource.
(17) How important is it to you as a teacher to have a library media center available to you and your students?
(18) Describe how you might utilize the library/media center as a resource in your teaching should we hire you as the third-grade teacher.

7. The candidate understands the role parents play in the educational process and has strategies to actively involve them in the classroom.
(19) What is the role of parents in education?
(20) Give some examples of how you have involved parents in your classroom.

Employment procedures

Rating scales on each job qualification take a form similar to the following:

1	2	3	4	5	6	7	8	9
Low Potential								High Potential

Steps in the Oconomowoc employment process are shown graphically in the accompanying chart, "Eight Steps to Employment." The process was developed in part to secure the best candidate among up to 100 that might apply for a single opening, and in part to meet the demands of equal employment opportunity legislation, as well as requirements of the school board and good personnel practice.

In discussing employment procedures, the district handbook on hiring and selection states:

"Procedures should be *uniform/organized/monitored/analyzed* so that the best possible candidate can be hired through a process which is not *artificial/arbitrary* and hence discriminatory. Consequently, employment procedures must be more centralized and more systematic at all levels of our district for all employees. Individual methods of operation [on the part of administrators] will have to be curtailed. Consistency of approach and procedures is necessary."

For more information: John Koehn, Director of Instruction, Oconomowoc Area Public Schools, 7077 Braun St., Oconomowoc, WI 53066. Telephone: 414/567-6633.

STRATHCONA COUNTY, ALBERTA

A source book on interviewing guides efforts

"Conducting a good interview requires skill, but its a rare school administrator whose university training covered the subject," says Douglas W. Sime, director of human resources for the Strathcona County School District, Alberta (enrollment: 11,600).

Strathcona County principals recognized their deficiency. In 1984 when their principals association voted on topics for inservice, interviewing teacher candidates was one of three topics selected (the others: teacher evaluation and instructional leadership). As a result, Sime and the association developed an inservice program on interviewing that is eliminating employment of misfits.

At first, the district hired a personnel consulting firm to give sessions on interviewing prospective "professional employees" — the same sessions it provided businesses and industries in the area. This approach proved too general — principals wanted the inservice geared specifically to interviewing prospective teachers. "We decided that we could do the job better," Simes says, "so I took some training with SRI — Selection Research, Incorporated — and headed up a do-it-ourselves program."

When first offered, the inservice stressed preparation for interviews, planning questions, careful listening, good note-taking, and the assessment of candidates using established criteria. All inservice participants took part in simulated interviews and, as a form of on-the-job training, principals — at least one and up to three — accompanied Sime on recruiting trips where they took the lead in interviewing prospective candidates. These last practices continue.

Source book sets interviewing style

To help school administrators brush up on interviewing skills, Sime — with the help of the inservice group — has prepared "An Interviewer's Guide for the Selection of Teacher Candidates." Published in 1987, the 45-page source book covers the entire process — from preparation and design of questions to establishing a candidate's final score. Special sections cover school board policy; hiring procedures; questions that may not be asked under human rights legislation; sample questions for teachers of English, social studies, art, and music; and pointers for good interviews. (See excerpts in box, "Pointers for Good Interviews.").

One candidate rating sheet used in the district establishes seven considerations that must be taken into account when a new teacher is employed. Each of these considerations is addressed in the source book through sample questions. Below we list the seven considerations and for each reprint a few of the questions presented in the guide.

QUESTIONS TO COVER 7 POINTS

1. **Professional training:** certification, degrees, honors, awards, special training.

- What courses in your academic preparation would be of most help to you in the assignment you would have here?
- If you were asked to recommend changes in the teacher training you received, what would you suggest?
- What courses would you like to be able to take now?

2. **Work experience:** practice teaching, internship, actual teaching; extracurricular involvement, other work experience
- Of the work experiences you have had during your lifetime, which have been the most rewarding?
- What experiences have you had teaching students or working with young people from different socioeconomic backgrounds?...With difference learning abilities?
- Your resume shows you have ____ years of teaching experience. Which of your past experiences do you think will help you most in successfully filling this position?

3. **Instructional expertise:** knowledge of child development, planning skills, student evaluation, use of resources, teaching strategies, improvement focus
- How do you recommend that student progress be evaluated?
- Describe the supervision that would be best for you.
- What, in your opinion, constitutes a good lesson?
- How would you address the needs of a student who learns quickly?...Who has learning difficulties?...Who wants to contribute all the time?...Who is very quiet and shy?
- Under what circumstances should a student continue for an additional year at the grade level you teach?...Be advanced to another grade level?

4. **Curricular expertise:** knowledge of curriculum, philosophy, curriculum committees, special councils
- Did you recommend any curricular changes or suggest innovations in the school in which you last taught?
- What professional organizations, councils, etc., are you aware of that can assist you as a teacher?...In your view, what value lies in such groups?
- In a fact-oriented, technical society, how is the study of literature relevant to the lives of students? (English teacher)
- Do you feel that teachers should express or otherwise involve their own values in the teaching of controversial issues?...Please explain.

5. **Classroom management:** philosophy, discipline, class routines, organization
- How do you achieve maximum use of your instructional time?
- What are the two most important classroom rules you establish?...Why did you arrive at these two?...What consequences would you set up if they were broken?
- In your opinion, what is discipline?
- What do you think are the most important factors in classroom control?

6. **Human relations:** communications skills, flexibility, leadership, sensitivity to others, relationships with students, colleagues, parents; teamwork
- How do you help a child develop a positive self-concept?
- Why would I as a parent want my children in your classroom?
- If a parent said you were unfair to their child, what would you do?
- What qualities possessed by co-workers do you perceive to be most helpful in maintaining positive staff relationships?

7. **Employment potential:** philosophy of education, attitudes, motivation, ambition, initiative, enthusiasm, desire for challenge, confidence, conviction, sense of humor
- What are your objectives for professional growth?
- Of the teachers you have had in the past, what qualities did you respect the most? What qualities did you respect the least?
- What professional goals do you hope to achieve as an educator?
- Tell us something that you have accomplished as a teacher of which you are especially proud.
- Critics of education sometimes view education and the educational process rather harshly. What issues, in your view, are significant today?

The best of the best

Until a few years ago, the district was filling, on the average, about 70 vacancies a year. Then the area's oil-based economy shut down and the Strathcona County school officials had to cut back on staff. Now the district is recruiting only in areas of persistent shortage — special education, science, and mathematics. "We have almost 3,000 applications on file for regular classroom teaching jobs, Sime reports. He adds: "Abundance of applications doesn't make selection of the best candidates easier — but a good interviewing process helps us choose the best of the best."

For more information: Douglas W. Sime, Director of Human Resources, Strathcona County Board of Education, 2001 Sherwood Drive, Sherwood Park, AB T8A 3W7.

Eight Steps to Employment ... and Who Does What

1. Staffing decision made on replacements, additions, redeployment — administration, school board
2. Interview team appointed — personnel director
3. Role description, qualifications, interview questions developed — interview team
4. Job posted/recruitment as needed — personnel director
5. Applications screened; candidates selected for interviews — personal director and team leader (principal)
6. Candidates interviewed and selection made — interview team
7. Selection approved — appropriate administrator, superintendent, board
8. Successful candidate hired; all candidates notified — personnel director

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Oconomowoc Area School District, Wisconsin

Classroom Observation Checklist

1. Is the plan book current? Does it include goals, objectives, and plans for evaluation of lessons?
2. Is lesson presented in interesting and/or varied format?
3. Are essential elements of instruction carried out in lesson?
4. Does teacher demonstrate command of subject matter?
5. Does teacher use "hands-on" approach in math and science?
6. Does lesson focus on concepts rather than on factual information? Do some questions draw forth higher-level thinking?
7. Does teacher make good use of instructional time? Begin lesson promptly? Stay on target?
8. Is pacing of lesson well-balanced? Lively but with appropriate wait time?
9. Are sizes of class instructional groupings appropriate for subject or lesson?
10. Do instruction and materials accommodate various levels?
11. Is there emphasis on study skills in all subject areas?
12. Are a variety of teaching materials in evidence?
13. Is teacher enthusiastic and interested in the lesson and in children?
14. Are students focused, actively engaged in activities related to instructional goals?
15. Is there evidence of high expectations for student achievement and quality work?
16. Does teacher move freely throughout the room? Work with several individuals or groups?
17. Does teacher use positive discipline techniques? Is there evidence of good student/teacher rapport?
18. Is the classroom environment stimulating? Is there good use of available display areas, learning centers?
19. Is students' work displayed? Does it show evidence of teacher's comments?
20. Does furniture arrangement enhance instruction?
21. Is classroom neat, well-organized, free from safety hazards?
22. Do children move about as required? Use areas other than desks for work?

From Montville Township School District, New Jersey, classroom observation check list.

Pointers for Good Interviews

- Greet the candidates; introduce yourself and any other participants.
- Engage in a brief "ice-breaking" conversation and outline the interview process and duration.
- Move into structured, planned questions quickly.
- Ask your questions, then listen. The goal is to elicit responses that will allow you to make judgments about the candidate's personality, attitudes, professionalism, knowledge, and teaching skills. The candidate must do most of the talking (75 percent).
- Be careful that the tone and phrasing of questions does not provide the candidate with a clue to the response you would like to hear.
- As you listen, be accepting, responsive (nonverbally), and non- judgmental. You do not need to react verbally or visually to a candidate's statement.
- Resist the temptation to interpret responses, or help the candidate with responses. Do not probe or cross-examine the candidate. Trust your questions.
- Provide the candidate with appropriate information about the position, and allow time for the candidate to ask questions. But remember, you are making a selection; you are not selling a school or school system.
- Conclude the interview by advising the applicant of what happens next and express appreciation for the interview. Do not make an offer of employment—take your time to reach a decision. Tell the candidate when the decision will be made, and how he or she will be informed.
- If, part way through an interview, you find a candidate totally undesirable for a job, you need not go all the way through with the interview. Explain that the job isn't one that the applicant would do well in, thank the candidate, and end the interview.
- Following the interview, complete your notes. If a team is involved in the interviewing, do not discuss observations and perceptions until all candidates have been interviewed and asked the same questions.
- Weigh the merits of each candidate in relation to the position. As you do so, keep in mind that you are working for the students. You are trying to find the person most likely to facilitate their growth. If, as you listen to a candidate, you have any doubt about the person's qualifications, give the benefit of the doubt to the students, not the applicant.

Based on "Interviewers Guide for the Selection of Certificated Personnel," Strathcona County Board of Education, Alberta.

Jefferson County's Outstanding Teacher Profile

1. **Knowledge: Descriptors related to areas affecting performance**

_____ Has background of broad general studies with appropriate specialization
_____ Has completed course work in content area(s); has B average or preferably better
_____ Has certification and credentials that reflect mastery of subject matter and ability to communicate it effectively
_____ Shows evidence of keeping current with research and significant literature
_____ Has high quality undergraduate and graduate program
_____ Has above average grade point or a pattern of steady improvement as shown by transcripts
_____ Was involved in organizations and projects, particularly in leadership roles
_____ Has had honors and awards
_____ Can speak and write about the significance of acquired knowledge and cumulative experience
_____ Has had travel experiences with educational aspects
_____ Has excellent performance and potential for success as indicated by references and recommendations
_____ Understands theoretical and practical aspects of curriculum development and implementation

2. **Skills: Descriptors covering behaviors related to student achievement**

_____ Demonstrates thorough understanding of one or more teaching models
_____ Makes conscious, creative decisions about the components of lesson design
_____ Structures activities for learning that maximize engaged time
_____ Promotes participation by all students (perceived high, average, and low achievers) equally
_____ Delivers feedback and correctives
_____ Gives explicit cues and directives to students
_____ Has a repertoire of effective and positive classroom management techniques
_____ Reinforces appropriate student performance patterns
_____ Presents material in a variety of ways to accommodate different learning styles
_____ Displays enthusiasm for learning
_____ Guides practice
_____ Checks for understanding
_____ Uses specific and appropriate motivational devices

3. **Relationships: Descriptors of interpersonal/organizational relations and personal qualities of life in schools**

_____ Cooperates with parents in the best interest of the students
_____ Demonstrates fairness and consistency in handling student problems
_____ Expresses understanding when students occasionally forget to bring assignments or materials
_____ Deals with each person as an individual and with each situation as an individual matter
_____ Creates an atmosphere in which students ask questions and converse with teacher confidently and freely
_____ Exhibits high standards of professional ethics regarding colleagues
_____ Demonstrates emotional stability
_____ Participates in interaction with courtesy, tact, and respect for individual and group feelings
_____ Encourages communication by accepting and evaluating criticism
_____ Shows institutional and organizational awareness
_____ Displays enthusiasm for teaching and learning; appears as if energy level is consistently high
_____ Expresses strong commitment to one or more educational values
_____ Develops and continues to refine a well-reasoned educational philosophy that includes receptivity to new ideas.

For more information: Charles Rufien, assistant superintendent, Personnel Services, Jefferson County Public Schools, 1829 Denver West Drive, Golden, CO 80401. Telephone: 303-273-6500.

PART TWO

Recruiting the teachers we need

60 BEST COPY AVAILABLE

Searching Where the Teachers Are

Recruitment: a year-round occupation — Former teachers as potential candidates for the classroom — Retired scientists and engineers can help fill shortages — Looking in "your own back yard" — New Jersey points the way to alternate routes — Finding minority teachers

"We're simply not getting a look at the best human material any more. Let's face it! The top candidates don't go hunting. If we want a chance at quality, we're going to have to go hunting for them."

These words were spoken by a school superintendent — in 1969, after deciding that his system must join the hunters.

Today, more than in 1969 or any time recently, teacher recruitment is a concern in most school districts. Recruitment has become for many a year-round occupation that intensifies after the December holidays. Where the recruiter looks, and for how long, are determined by factors such as the school district's growth, location, and teacher turnover. Most school systems' recruiting efforts fall in extent and duration somewhere between the nationwide searches of large cities with chronic teacher shortages and the minimal efforts required by affluent communities that usually attract more applicants than they need.

A look at some recent developments:

Those "retread" teachers

It is not always necessary to look too far afield when looking for teachers. Sometimes teachers are available right in the local community — among people who want to change careers.

A RAND Corporation study found that former teachers are an important source of teaching talent for many communities — teachers who have dropped out of the profession to raise families, or who have accompanied their spouses to jobs in a new community. Another RAND study said 40 percent to 60 percent of teachers who leave their classroom jobs later return to teaching.

A report from Texas reinforces this point. The Texas Education Agency announced (December 1987) that a statewide teacher shortage in the early 1980s seemed to have reversed. The reason, according to the TEA, was that widespread job layoffs due to the state's troubled economy caused many former teachers to return to the classroom.

A survey of 120 school districts showed that former teachers comprised the largest group filling vacancies during the 1986-1987 school year — more than new teachers or out-of-state teachers.

The Texas story may be an aberration caused by the 1980s economic slump in that state. Another point of view is that teachers — especially male teachers — who leave the profession are not interested in returning. A study by Louis Harris & Associates for Metropolitan Life Insurance Company polled teachers who have recently left the profession to take other jobs. It showed that an overwhelming majority have found higher salaries and greater job satisfaction, and are unlikely to return to teaching.

Eighty-three percent of the ex-teachers polled (mostly men who taught in secondary schools) said they were unlikely to return to teaching. Only 17 percent said they might return. Tweny-one percent said nothing could entice them back.

The study concluded: "Policy makers ought not pin their main hopes on any big increase in the return rate of those who have already left." It recommended, "If we wish to retain the teachers we have, we should concentrate on doing so before they leave, rather than hoping to attract them back after they have walked out the door and taken new jobs." The study suggested four provisions that could help retain teachers: a "decent" salary; more respect in society; students with greater motivation to learn; and increased financial support for school systems. (The issue of retaining teachers is treated in Part 3 of this report.)

Looking to retirees

At least 50,000 scientists and engineers are expected to retire from industry annually during the next few years. Twenty-five percent of these retirees will be in their 50s and close to half will be under 63. This is in addition to the thousands of military officers who also will be retiring. These groups could be a rich source of teachers — especially teachers of mathematics and science, according to many educators.

Thinking along these lines, the National Executive Service Corps used an $84,000 grant from the Carnegie Corporation of New York to survey more than 7,500 people in seven leading corporations and in the military, to find out if there was any interest in teaching in the public schools after retirement.

Among the findings: All the 4,300 respondents (most of whom were white males) had at least one degree in a technical discipline; more than half had advanced degrees; and about 7 percent had doctorates. Most of the people who expressed interest in teaching already had some teaching experience — about 60 percent of the interested industry respondents and 75 percent of the interested military officers had taught for two or more years. Three percent of both groups were certified to teach in some state.

A third of the respondents indicated they would like to explore a career in teaching in a public school. Many said their interest would depend on factors such as whether education courses would be required and whether jobs would be available in their hometown.

An overwhelming 83 percent of military personnel and nearly 90 percent of industrial personnel said they would be more inclined to become a teacher if certification requirements were changed to eliminate the need for education courses. Most preferred teaching at the high school level.

If these retirees do choose to become teachers, there probably will be jobs available to them. An Educational Testing Service survey of 96 school superintendents indicated that in six of eight geographic areas examined, more math and science teachers would be needed in the next five years than have been hired in the past five years. Three out of four of the superintendents who responded liked the idea of recruiting private-sector and ex-military personnel for careers in the public schools.

To follow up the study, the Carnegie Corporation of New York has awarded $392,000 to the National Executive Service Corps for a pilot program. It would involve the creation of four demonstration sites, at an Army base, a Navy base, and two industrial centers.

(At least one state already is retraining people for teaching careers. The West Virginia Institute of Technology works with West Virginia State College and West Virginia College of Graduate Studies to offer teaching courses for "retreads" — mathematicians and scientists in the workforce who want to teach in secondary schools. The program was proposed by Union Carbide officials who were laying off workers or offering them early retirement. Last year, six professionals completed the program.)

Bringing back retired teachers

Teachers who have retired get high performance ratings from school administrators. In Brookline, Massachusetts, Acting Superintent of Schools William Sheridan worked out an arrangement with three Brookline High School teachers, all of whom were in their late 60s, that enabled them to switch directly from full-time to part-time teaching. After retirement, each of the three taught two classes a day, four days a week, instead of the normal work load of five classes a day, five days a week. They continued to collect their pensions and were paid salaries based on the numbers of hours worked. Under the state's retirement laws, the pensions and salaries combined cannot exceed the maximum they were paid when teaching full time.

Sheridan assessed this venture as follows: "It works out well for them and for us. We are not losing skilled teachers, and we are getting the full benefit of their energy, better focused in an abbreviated teaching schedule. They can continue teaching, which they love, and can enjoy doing other things that they could not otherwise have time to do."

Many school systems are using retired teachers in unpaid capacities. A study by the Academy for Educational Development said, "The vast majority of these older educators serve as part-time, usually unpaid, volunteers." The work they are doing is rarely makework; often it needs doing and would remain undone without their help. The study said that a large, if indeterminate, number of well-qualified older persons would be willing to help others to learn, if only they were asked.

The Academy recommended that public policy should encourage opportunities for older people to contribute to education, and that educational institutions should expand the use of older workers in roles as educators.

In your own backyard

The location of a school district can play a large part in determining the number of applicants received from within the community. For example, the RAND Corporation study, *Effective Teacher Selection: From Recruitment to Retention*, in examining hiring practices in the Montgomery County (Maryland) Public School System found that the district's proximity to the District of Columbia and a large, highly transient, governmental work force has provided an ample supply of teachers. The study said, "In recent years, a large percentage of the annual entering teaching force has consisted of spouses (usually wives) of government officials or other professionals who have recently moved to the area." In fact, Montgomery County's high cost of living and relatively low teacher salaries inhibit its ability to attract teachers who are single or are the sole source of household income.

Montgomery County principals often hire teachers through the labor pool of substitutes and student teachers, the RAND study said. "In doing so, principals are more likely to hire 'known quantities' — those whom they have observed in a previous working relationship or those who have been recommended by trusted colleagues. In fact, some teachers will note that 'the only way to get a teaching job (in the district) is to be a substitute.'"

Another school system analyzed in the RAND study that also benefits from its location is the Durham County Schools in North Carolina. According to RAND: "Because the Research Triangle Park area attracts high-technology research industries and is near the state's three major research universities, bright and well-educated people are attracted to the area. Some of them want to teach in the district...up to 40 percent of new hires are brought to the system by the area's prestigious institutions. This pool of bright people provides the district with an ample supply of qualified applicants."

There are advantages to hiring teachers locally. Principals interviewed in the RAND study indicated that they like to hire teachers who are "a known quantity" — people who the principals know can control a classroom and teach effectively. The RAND report noted: "The preference is understandable since few school systems have procedures which reliably and validly ascertain that candidates can teach." However, the study said that the principals' preference for known quantities has discriminated against candidates from outside the system or the area.

Using the alternate route

New Jersey's new Provisional Teacher Program has become an important source of supply for teachers in that state. This program permits the certification of college graduates to become teachers without a degree in education. Nearly one in every five new teachers entered the profession through this alternate route to certification, the New Jersey Department of Education reported in 1987. The approach is controversial.

The education department said that Provisional Program teachers employed in public schools for the 1987-88 academic year amounted to 18.2 percent of all new teachers hired. This represented a steady increase from the first year of the program; when it began in September 1985, it supplied 11 percent of new teachers, and in the second year, it supplied 14 percent.

Said Commissioner Saul Cooperman: "The alternate route continues to exceed our expectations for attracting and training highly qualified teacher candidates. The program is definitely achieving its goals of enlarging and improving New Jersey's pool of potential teachers."

A report in December 1987 said that, since the program began, 711 Provisional Program teachers had been hired in the state — 554 by public schools and 157 by private parochial schools. Alternate-route candidates had been employed by 152 public school districts and 121 individual nonpublic schools in all of New Jersey's 21 counties.

The education department also reported that alternate-route teachers leave the profession at only half the rate of newly employed teachers trained in traditional college programs. For the second consecutive year, the attrition rate among Provisional Program teachers was "significantly lower" than the rate for new teachers who earned certification through a college program. Leo Klagholz, director of the department's division of teacher preparation and certification, had this explanation: "The amount of support and supervision alternate-route candidates receive may account for the higher rates at which they remain in the profession and enjoy success during the first year on the job." Klagholz added: "The program has also maintained its high level of minority recruitment. Since it began, 20 percent of the alternate-route candidates have been members of minority groups. This is almost double the proportion of minority teachers currently in the state's classrooms."

Looking overseas

To meet particular staffing needs, many school districts are recruiting overseas. Some examples:

- For the past few years, New York City has been hiring teachers from Spain to meet the shortage of teachers capable of instructing bilingual classes. Over a three-year period, the city has hired about 170 such teachers. But in 1987, with the assistance of a full-time recruiter in Puerto Rico — and a new recruitment effort in the Dominican Republic, because of the increasing number of students from that country — officials decided the district would not hire in Spain. The district planned to hire as many as 200 teachers from Puerto Rico during 1987, up from about 60 the year before.
- Thirteen Belgian teachers were allowed to teach French in Kansas City, Missouri, magnet schools, even though federal immigration officials had upheld the denial of their visas on grounds they were not professionals with special skills. The Kansas City school officials found a way around the problem through sponsorship of the teachers by a foundation that qualified them for exchange visas. Kansas City had previously hired eight teachers from West Germany with no problem and was awaiting (in 1988) word on the status of 11 Argentinians.
- In Ohio, Belgian teachers had been hired by the Cincinnati and Columbus school districts without protest from the immigration service.

Recruiting minority teachers

One of the concerns of today's school districts is finding teachers who are members of minority groups.

The problem can be simply stated: The number of minority group members in teaching is proportionally far less than it is in the general population. The problem is becoming worse because few minority group members are entering the teaching profession. The percentage of minority teachers in the nation declined from 11.7 percent in 1971 to 10.3 percent in 1986, according to the National Education Association. Yet, about 30 percent of the school-age population and 33 percent of the pre-school population are members of a minority group.

Michael B. Webb took note of the minority recruitment problem in a report disseminated by the ERIC Clearinghouse on Urban Education. He wrote: "We now have the possibility that a student may complete 12 years of public education without coming into contact with a minority teacher, thus distorting social reality for the child, denying the child successful minority role models, and suggesting that teaching is off-limits to minorities."

Teaching is less appealing to minority group members now, since jobs in professions other than teaching have become more available to the academically talented than they were in the past. Webb cites yet another reason that minority teachers are not taking teaching jobs: "...Salaries and working conditions are often least attractive in schools with predominantly minority enrollments, where minority teachers might be interested in working."

Fewer minority students are entering college, due to three reasons: less available financial aid; the lack of a perceived relationship between a college degree and a good job; and inadequate high school counseling.

Several other factors that affect the supply of minority teachers were identified by Webb:

- Teacher-training programs at historically black colleges are experiencing difficulties. These colleges, which have traditionally supplied more than half the nation's black teachers, are being threatened with loss of accreditation because they do not meet state mandates that a prescribed percentage of graduates pass competency tests. The num-

ber of new teachers produced by 45 historically black colleges declined 47 percent over a five-year period that began in 1978.

In a 1988 report to large city superintendents on minority teacher recruitment, Matthew Prophet, superintendent of the Portland schools, notes several reasons why school districts must be concerned about recruiting minority teachers. "We need more minority teachers to inspire minority children; to act as models of achievement for white children; to counteract negative social forces in the inner city; and to be good teachers for all children," he said. In addition, he noted "practical reasons" school districts need to recruit minority teachers — "to comply with mandatory and voluntary efforts to correct the racial balances in our schools." Finally, Prophet noted, "we need them for moral reasons — to influence the tone and values of our schools."

- In states that have competency tests for teachers, the failure rate for blacks and other minorities is two to ten times higher than that of whites.
- Seniority and tenure provisions won by teacher unions have meant that teachers dismissed during periods of dwindling enrollment and fiscal restraint are usually those with the least seniority — and often the most recently hired teachers are minority teachers.

Webb suggested several remedial steps: (1) establishing a university-based, pre-professional teacher preparation program to identify and recruit minority high school students interested in a teaching career; (2) addressing the problem of weak programs in elementary and secondary schools that leave many minorities unprepared for a teaching career; (3) providing financial incentives, including scholarships and forgivable loans; (4) offering more effective counseling when career decisions are being made; (5) improving minority recruitment efforts; and 6) creating flexible admissions procedures in teacher-preparation programs.

Colleges seek action

Efforts to solve the problem of recruiting minority teachers are being urged by the American Association of Colleges for Teacher Education. The AACTE, with the endorsement of major education and civil rights groups, has called for government and private-sector actions to address the "crisis-like" situation of two-few minority teachers.

AACTE believes: "A quality education requires that all students be exposed to the variety of cultural perspectives that represent the nation at large. Such exposure can be accomplished only via a multi-ethnic teaching force in which racial and ethnic groups are included at a level of parity with their numbers in the population."

An AACTE survey of the nation's 1,271 colleges and universities that prepare teachers showed that in 1987 the number of minority students was "unacceptably low." Only 4.3 percent were black, 1.2 percent were Hispanic, and 1.6 percent were Asian.

Penelope M. Early, AACTE's director of government relations, said recently: "We thought the situation was bad but the numbers indicate that it is really worse than we thought it was. Some states have 50 minorities or less (preparing to be teachers) in the entire state."

AACTE gave as an example conditions in Indiana, where the population is 7.7 percent black and only 1 percent of the students in teacher-preparation programs is black. In Mississippi, more than 50 percent of the elementary and secondary students is black in comparison with 10.7 percent of the teacher-college students.

The association said only 14 states have programs intended to increase the number of minority teachers, and the federal government has no such program. "Without a national imperative, existing initiatives to recruit minorities into teaching will continue to flounder in isolation."

AACTE proposed a list of remedies that includes scholarships, loan incentives, work-study opportunities for both high school and college students, and projects that will help minority students make the transition from two-year to four-year colleges and thus increase the number of minority students eligible to become teachers.

Job fair for minorities

While the AACTE action is directed toward a national solution to the lack of minority teachers, a group in Ohio chose direct action on the state level. The Ohio Association of School Personnel Administrators' minority consortium, which represents 15 school districts, and Kent State University conducted a job fair. Working with the Ohio Department of Education, the Ohio Association of School, College and University Staffing, and the Desegregation Assistance Center at Kent State, the agencies held an "All-Ohio Educational Recruitment Fair" on May 4 and 5, 1987. The purpose was to bring together minority and female teaching and administrative job candidates, and hiring personnel from school districts around the state.

Said a Kent State University official: "This was the second jointly sponsored all-Ohio recruitment fair. A major thrust of the fair was to emphasize minority (black and Hispanic) recruitment. Another major thrust was to retain Ohio-educated teachers in Ohio.

"An indirect but important benefit was that local community leaders, school board members, and superintendents were invited to observe the Recruitment Fair, to see the interview activities, and to see personnel directors and interviewers in action."

Among other recent developments that indicate the broad scope of the quest for more minority teachers:

In the **Clarke County School District, Georgia,** school leaders realized several years ago that the personnel department could not recruit well-qualified teachers, especially minority teachers, by remaining in a "let them come to us" posture. The district decided to compete directly for the increasingly fewer students coming out of education colleges.

Superintendent Carol Purvis described how the campaign worked: "We invited the presidents, deans, and placement officers of traditionally minority Southern colleges to bring their best education students to Clarke County as our guests in January 1986. For three days, they toured our community and schools, talked with teachers and students, met community representatives, and observed what we can offer potential teachers.

"Such offers included help with Georgia certification requirements and a mentor program, wherein veteran teachers are paid a stipend to introduce new teachers to the school and the community and to assist them in preparing for our state's beginning-teacher assessment program.

"The graduating seniors were invited to return for a second visit, when specific personal concerns could be addressed and more extensive visits could be made in the schools and community, to determine for themselves if they would feel comfortable and effective in our environment."

The **Indiana legislature** in 1987 appropriated $400,000 to encourage minority recruitment in teaching.

The **United Federation of Teachers** proposed the establishment of a New York City high school specializing in training students for teaching careers, as a way to help recruit more minorities into the city's teaching force. The school would be similar to the 12 special high schools already used by the city to train students for careers in fields such as health, business, science, and the performing arts. "There's an art to running a classroom," an AFT spokesman said. "Why not give students a taste for teaching?"

Planning Your Recruitment Effort

It's not "merely interviewing" any more — Three basic requirements for effective recruiting — How school board policies can affect recruitment — Guidelines for successful recruiting — Using hiring agencies

Effective teacher recruitment doesn't just happen — it must be planned. Today's school districts are spending countless hours — and dollars — in their quest for teachers who know how and what to teach.

For most of these school systems, recruiting is not a process of merely interviewing candidates and hiring those they like. It is selling the school system, in competition with other systems — a competition in which the prize is the best-qualified candidates.

Getting the teachers you value

What is the basis of a good teacher recruitment effort? Here's one view: "An effective teacher selection system is one that results in the hiring and retention of the kind of teacher the district values rather than the kind of teacher who merely happens by and stays."

The above statement comes from a study of teacher recruitment published in January 1987 by the RAND Corporation's Center for the Study of the Teaching Profession. Titled, *Effective Teacher Selection: From Recruitment to Retention*, it is one of the most useful guides available for planning a teacher recruitment campaign. It was written by Arthur E. Wise, Linda Darling-Hammond, and Barnett Berry.

The conclusions in the RAND study are based on case studies conducted in the schools of Mesa, Arizona; Montgomery County, Maryland; East Williston, New York; Hillsborough County, Florida; Rochester, New York; and Durham County, North Carolina — six districts selected with help of major education associations.

The 100-page report proposes three basic requirements for effective recruiting:

- School districts must have something to sell to potential candidates — tangibles such as adequate salaries and attractive working conditions.
- Districts must sell their schools to the right candidates, that is, those who meet the district's needs.
- Districts must follow up on the job offers they make, and must reduce procedural barriers that may exist in the way of teachers to accept employment.

Following are some of the study's conclusions:

The effect of state and local policies. State and local school board policies can have a strong effect on a school district's efforts to recruit teachers.

Some policies can make recruiting easier and more effective. These can include policies that improve teacher salaries and fringe benefits, offer relocation incentives, enhance working conditions, and provide support for new teachers. In contrast, state and local policies can reduce recruiting effectiveness by slowing down the hiring process, inhibiting out-of-state recruitment, and inhibiting the interstate mobility of teachers.

One example of a school district policy that can hinder recruitment is the requirement that internal transfers of teachers take place before new teachers can be hired. Because this can be a lengthy process, new recruits cannot be screened and hired until late in the summer.

Examples of policies that inhibit efficient recruitment of out-of-state teachers are the requirement for specific college coursework for state certification; not allowing the transfer of retirement and other benefits; limiting the initial salary of incoming, experienced teachers; and not providing for the reimbursement of travel and moving expenses.

Incentives make a difference, the study advised: "The monetary rewards and working conditions that districts can offer candidates are major determinants of the success of their recruiting efforts."

The study recommended that states and local districts should offer teacher salaries that are competitive with other occupations, and should improve working conditions, including adequate support to new teachers. It said states should reexamine certification, retirement, and other

policies which prevent or discourage teacher mobility, and school districts "should eliminate arbitrary limits on salary schedule placement and be prepared to provide travel and moving expenses."

Developing an effective hiring process. The hiring process, the RAND study notes, should meet two requirements.

First, it should provide effective communication between the central office and school principals, which enables districts to identify where specific types of vacancies will occur and enables recruiters to match recruits with local school needs and the requirements of particular vacancies.

Second, it should provide effective coordination between recruiters and principals, in order to enable districts to give prompt and courteous consideration to prospective teachers. "Burdensome paperwork requirements, poor treatment, and delayed hiring decisions will discourage prospective teachers and may impel them to seek employment elsewhere.

The recruitment, screening, hiring, and placement phases of the selection process must be coordinated so that bureaucratic processing, red tape, and lapses in time do not result in the loss of desirable candidates."

A guide for recruiters

Who knows more about recruiting teachers than the recruiters themselves? Two of them share their expertise in "A Practical Guide for Successful Teacher Recruiting," published by the American Association for School Personnel Administrators and the Association of School, College and University Staffing. The authors of the 48-page handbook for recruiting are Stelle Claughton, assistant superintendent of personnel services at the Spring Independent School District, Houston, Texas, and Jean Eisel, director of career services at Arizona State University, Tempe.

Among the scores of tips in the handbook:

Choosing a recruiter. Be careful about whom you select, because prospective candidates will see the school system through the impression and the presentation the recruiter makes. Perhaps you could select recruiters as a form of recognition for outstanding teachers. Teachers who have been promoted after short teaching careers are particularly helpful.

Training recruiters. Be certain that they are trained in good interviewing techniques and know what questions are legal. Generally the law requires that information requested from applications focus on job-related information. When possible, have recruiters videotaped during practice interviews. Select recruiters who are knowledgeable about the system and the area.

Developing the recruitment schedule. Select the most advantageous dates for each school, avoiding holidays, exam dates, student teaching dates, and Mondays and Fridays at commuter schools. Plan minimum 30-minute interviews. Plan ahead, and make final arrangements two months prior to the campus visit.

Preparing printed materials. Allow plenty of lead time for printing brochures and recruitment materials, which should contain ample information about the district, including weather, entertainment opportunities, nearby colleges, salaries, cost of living, special incentive programs, district philosophy, certification requirements, hiring procedures, maps, and demographic information.

Making travel arrangements. Obtain a corporate number so recruiters can receive a discount at hotels or motels; make reservations six to eight weeks in advance.

At a job fair. Make the booth look attractive by using your school colors and displays that feature pictures; give away balloons, pencils, folders, and other items with your school district's name; give door prizes; have community leaders available to talk about the district.

(Copies of *A Practical Guide for Successful Teacher Recruitment* are available for $10 from either the American Association for School Personnel Administrators, 825 Lurline Drive, Foster City, CA 94404, or the Association for School, College and University Staffing, Inc., 301 South Swift Road, Addison, IL 60101.)

The Way It Used to Be

"Recruiting today is no longer a process of interviewing candidates and hiring those you like. It boils down to candidates interviewing recruiters...comparing districts on matters like teaching assignment and load, teacher-pupil ratio, community advantages, salary, and employee benefits. This is true even for districts with a national reputation, an ideal geographical location, or proximity to a major university. Recruiting today is selling — and the administrator who would build a strong teaching staff must succeed in selling himself and his district to the candidates he feels would strengthen his faculty."

From "Recruiting Teachers," 1969, by Croft Educational Services.

Using Hiring Agencies

Few school systems are using teacher hiring agencies to recruit teachers — which is surprising during a time when school systems in some parts of the United States are experiencing chronic shortages of job applicants, and when most school systems have shortages of teachers for subjects such as mathematics and science. Using a hiring agency would appear to be an easy, low-cost way of filling staff vacancies.

In a survey conducted for this Critical Issues Report by the American Association of School Administrators (1987) only 10 of 180 respondents gave an affirmative answer to the question, "Have you used teacher hiring agencies during the past three years?"

Is there a role for teacher placement agencies? Here is one view, by John E. Mack, a former school principal who is now a college professor and also operates a nationwide job placement service for teachers in Georgetown, Massachusetts. He provided this information:

There are 75 to 100 teacher hiring agencies in the nation. They serve teachers who are both certificated and non-certificated, and seek to arrange job interviews for them. Once the client is placed in a job, the client owes the agency a fee, usually a percentage of the first year's salary. The teacher does not have to accept a post that is offered.

Some of the agencies specialize — such as one in California which represents only math and science teachers, and one in Florida which represents only music teachers.

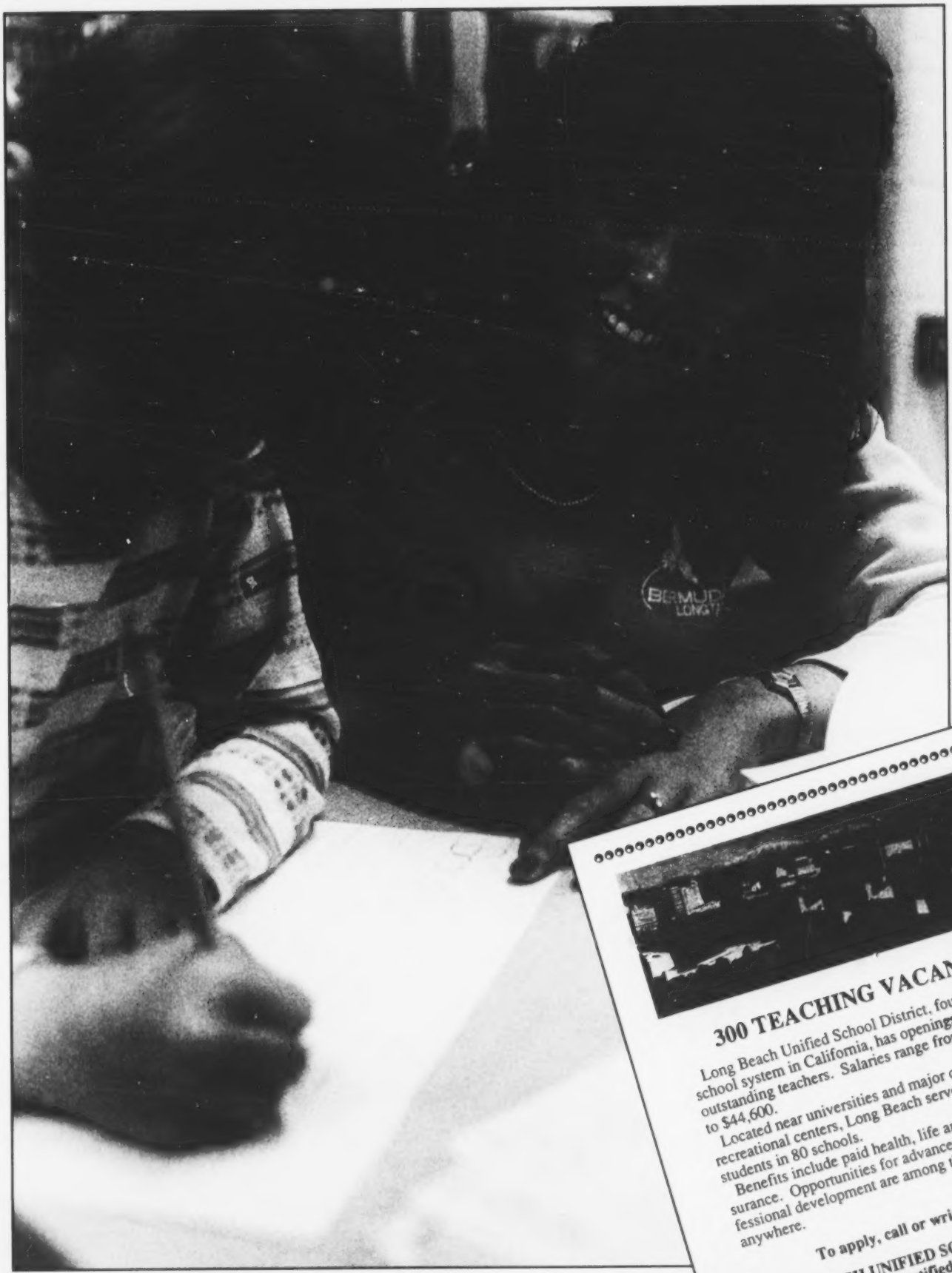
Sometimes school systems call Mack's agency to list positions that are open. At present, he said, there are many openings in mathematics, science, and areas that require special certification.

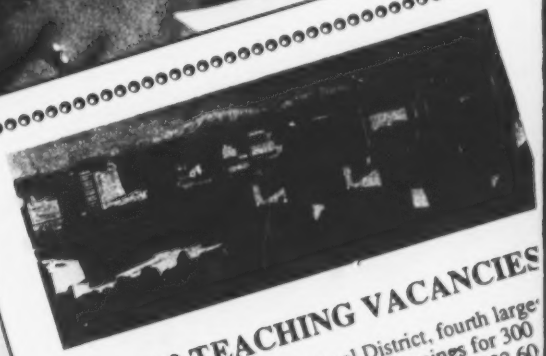
Mack said his clients are both experienced and new to teaching, and are looking for jobs in both public and private schools. He gets clients by advertising widely, in newspapers across the country and in professional publications.

Mack said, "We work with clients to put together a resume, because many of them don't know how to best reflect their experience." His agency also helps clients prepare recommendations and job applications, and helps them obtain transcripts from their college or university. "We check on the transcripts. Some applicants have said they have a PhD — and they don't. We must be careful. We check their credentials, too. We interview all our clients personally if they live nearby, or by phone if they don't. And, we refer them only to bona fide positions that we know exist. We would not send a school system a resume and say, 'Look, here's a great teacher. Maybe you have an opening.' "

Asked if he had any tips for superintendents and principals to use in working with an agency, Mack suggested that school systems choose agencies that subscribe to a code of ethics, as he does. "I will not take any client who would be inappropriate in a public school, or who is not qualified. I won't give a school a warm body," he said. "I abide by a strict code of ethics, that of the National Association of Teacher Agencies. We keep close tabs on the people who are registered with us. We are licensed and bonded." (Mack is secretary-treasurer of the national association.)

Asked why more school systems don't call on teacher agencies, he replied: "There have been a lot of horror stories, and maybe some school administrators have been burned. But school systems should try to work with agencies, and remember that they are offering a free service — the client pays."





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STRATEGIES FOR SUCCESS

What Works in Recruiting

The changing recruiting practices for today and tomorrow — Thirteen strategies that bring success — "New and creative ways" for small school district recruiters — Improving your recruiting advertisements

Among the questions included in the AASA survey on which this report is based was the following: "What has been the most significant change in your teacher recruitment practices during the past three or four years?" The replies revealed these trends:

- School districts are extending their recruiting efforts to distant places, including overseas.
- Principals are assuming more responsibility for the recruitment process. Teachers, too, are beginning to take part in recruiting.
- Most, if not all, school districts are desperately (but not always successfully) seeking to recruit teachers from minority population groups.
- Schools districts in high-growth areas are adopting aggressive and innovative ways of recruiting teachers, and are exploring new ideas such as close links with colleges and universities.
- Consortiums and other cooperative recruiting efforts are being used more frequently than they have been in the past.
- Increasing teachers' salaries is rising to the top of many districts' lists of recruitment practices.

Some of the responses from the replies to this question:

- "We're going out to the shopping malls."
- "We are concentrating more on getting high quality people. It is possible to train them to teach."
- "We have extended our timelines to recruit more actively."
- "Our district is emphasizing better interviewing techniques, and we are attracting better applicants because of increased salaries."
- "We are stressing the type of help we give candidates, such as mentor teachers and inservice for new teachers."
- "We're placing new emphasis on organized selection and screening procedures, including use of interview guides."
- "We have doubled the number of placement services with which we list jobs."
- "We make *more* contacts with college placement offices!"
- "Our administrators are involved at the first, rather than the final, levels of selection."
- "We start recruiting earlier in the year."
- "Our recruiting teams are principals, not personnel officers. This is effective."
- "We hold Interview Days for college seniors in our curriculum areas of need."
- "We are now more liberal in offering full credit for experience and training, to attract better qualified teachers."
- "Our recruiting has been decentralized."
- "We advertise nationally."
- "The superintendent has become more directly involved."
- "We are training our personnel in interviewing skills."

Few new places for recruiting

Another survey question showed that school districts are not finding very many new places to recruit teachers. The survey asked: "Have you found new sources of teacher supply during the past three to four years?" Among the 179 responses, 157 said "no." Among the 22 "yes" responses were listed these new sources:

- Job banks and job fairs.
- A job exchange bulletin.
- The placement news of the International Reading Association.
- Teacher-training institutions outside the district's usual area.
- Professional organizations.

- Ads in professional magazines.
- Areas where many teachers have been RIFed.
- Private schools that have laid off teachers due to cutbacks in enrollments.
- Former students.

Most successful practices

The survey also asked: "Does any single recruitment process stand out as being the most successful?" Two-thirds of the respondents said "no." The processes identified by those who said "yes" included:

- Newspaper ads
- Using a wide variety of staff to recruit at universities
- Placement days at area universities
- On-campus screening of applicants
- Personal references from current staff
- Recruiting at home, in your own area
- Disseminating vacancy announcements to colleges and universities
- A supportive attitude toward the applicant
- Paying moving expenses
- Being frank and honest with applicants
- Hosting student teachers from local colleges
- Having a good school with high academic standards
- Including classroom teachers on interview teams

Rural schools: A special problem

A survey by the National Rural and Small Schools Consortium showed that school districts in rural areas have a unique problem in recruiting. Some 78 percent of rural schools believe their recruiting problems "require new and creative approaches."

Advice for these small districts is provided by author Doug Swift, who offered recruiting ideas through a publication of the ERIC Clearinghouse on Rural Education and Small Schools. Swift said that administrators should analyze school and community needs, plan an annual recruitment calendar, and prepare a recruitment package for prospective applicants and college placement officers. The materials should emphasize advantages of working in a small school district, such as a low pupil-teacher ratio, and the opportunity to know students and their families and to influence curriculum.

Among Swift's other suggestions for small district recruiters:

- Review college placement files for recruits from rural areas, who are more likely to be satisfied with working in rural school districts.
- Emphasize the quality of rural life and unique features such as geography, climate, and local history.
- Invite the teacher's family to attend interviews, with overnight or weekend visits.
- Involve the community by having a local resident serve as a host to the prospective teacher's family, by arranging a community potluck supper, or by setting up a camping trip or a tour of local sites.
- Arrange package deals in which the spouse would be employed in the school system or the community.
- Pay all or part of the relocation expenses.
- Provide or subsidize housing.
- Offer salary increments for multiple teaching assignments, and tuition reimbursement for professional development courses.
- Pair the new teacher with a master teacher; allow leave for career development; allow job exchanges with teachers in other districts.

Swift said that generating additional funds to pay for incentives often requires state help, and 27 states do provide assistance to small districts. States vary in their recognition of teacher salary costs. New Mexico, for example, recognizes training and experience while Nebraska recognizes training only. "If local school districts were to recognize multiple endorsements and teaching assignments, the general aid formula might also be changed to reflect these additional incurred costs."

Swift added that the idea of locally supported school foundations is gaining momentum. "Long a tactic of higher education, the concept is moving down the educational ladder and may provide additional funding."

At least one state is taking action to help small schools find teachers. South Carolina has formed a Center for Teacher Recruitment, a statewide effort to recruit teachers and offer them incentives to stay. The center emphasizes placement in small and rural schools, and also teaches administrators and district officials how to attract — and keep — teachers.

Advice from NSBA

The National School Boards Association (NSBA) has examined teacher recruitment nationwide, and has released a report that alerts readers to two facts: Teacher supply is declining, and teacher preparedness is, "in many cases, inadequate."

The report lists suggested actions for local policy makers and warns: "...The responsibility for putting into practice many of the policies designed to improve teaching — and hence ameliorate predicted teacher shortages and inadequately prepared teachers in the classroom — rests in large measure with local school district leaders."

The report, *Good Teachers: An Unblinking Look at Supply and Preparedness*, also presents an overview of issues associated with supply and demand, recruitment, and preparedness. Among its suggestions:

- Develop an annually funded teacher recruitment program; and ensure that strategies for recruiting and promoting teachers are clear and designed well.
- Ensure that district standards allow for flexibility in teacher hiring, but are not lowered when there is a critical shortage of teachers.
- Institute a strong inservice education plan for teachers.
- Develop programs that encourage high school students to consider teaching as a career.

School district ads: dull

Advertising is an important way of attracting new teachers, yet until recently, most teacher recruitment ads could have benefited from more interesting layout and exciting copy. An informal survey of recruiting advertisements in a publication for college students showed that most of the ads are dull reading, and are unattractive.

A typical ad begins with the name of the school district in large type. The rest of the copy, containing information such as salary schedules and types of openings, appears in type that can be small enough to strain the eyesight.

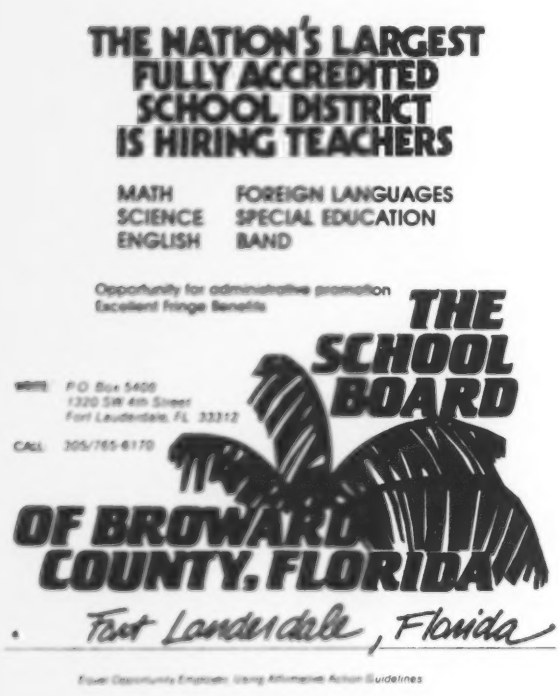
Recruitment ads were perused in three issues of *Careers in Teaching*, which is sent to graduating seniors at more than 600 schools of education. Some of the good ones virtually leap off the page, overshadowing all competition and bringing readers a message of hope and a wonderful future. Others....

If there were a competition (perhaps there ought to be?) the top honors would go to ads published by the school districts in Chicago, Cleveland, Cincinnati, St. Louis, Memphis, Boston, New York City, Tucson, the District of Columbia, and Los Angeles; and by the state of Delaware. Creativity also was evident in the advertising of smaller districts, including Savannah-Chatham, Georgia; Long Beach, California; Aurora, Colorado; Brownsville, Texas; Broward County, Florida; Merced, California; and the Camp Lejeune USMC base.

Here are suggestions for writing advertisements that will get results:

- Buy a large ad. The sheer size attracts attention.
- Leave lots of white space. Cramped copy turns readers away.
- Invent a catchy top line. A good example: "Teach at the center of power in the D.C. Public Schools."
- Choose a pleasing typeface, one that seems to reflect the district's personality.
- Keep copy as brief as possible, and make it informal and interesting.
- Have a local ad agency, a college art department, or your own communications staff make up a camera-ready ad to send in for publication; don't rely on the layouts provided by the often overworked and under inspired ad departments of the publications themselves.

Many of the same suggestions can be used with the literature that school districts publish to attract candidates for jobs. A sampling of the examples that were provided by respondents to an AASA survey showed that outstanding publications are produced by many school districts — and, in general, the brochures and flyers have a better appearance than the newspaper ads.



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SUCCESS STORIES

Recruitment in Action

Palm Beach County, Florida, and its five full-time recruiters — Nashua, New Hampshire, seeks to attract the "traveling spouse" — Principals carry chief recruiting role in Claremore, Oklahoma — How Teacher Days bring the candidates to Calvert County, Maryland — Training recruiters pays off in Los Angeles — Teachers take part in recruiting efforts in Cobb County, Georgia

PALM BEACH COUNTY Recruiters Search in 20 Northeast States

Friendliness is the watchword for the teacher recruiters of Palm Beach County, a thriving area on the Florida east coast that is nearing 1 million in population.

Mona M. Jensen, director of instructional recruitment and selection for the district, explained how she and her staff seek out new teachers for the county's more than 100 schools (85,000 students, grades K-12, more than 6,000 teachers). The school population is expected to grow by 5,000 to 6,000 a year through the year 2000.

"We recruit in the whole northeast quadrant of the United States, including the Midwest. We have a limited recruiting budget, so we select areas of declining student enrollment. Those are more likely places to look than districts where ample jobs are available. In Pennsylvania, for example, we hire 65 to 70 teachers every year because many school districts are not hiring significant numbers of teachers or are laying off experienced teachers."

Jensen said Palm Beach County needs 600 to 800 new teachers a year. "We are looking for both experienced and new teachers. Many principals want a balanced staff, so we hire some of each category each year."

She noted, "We emphasize friendliness, from the receptionist who first greets applicants through the whole staff. We treat the new teachers like VIPs." The friendliness seems to work, she said. "In a survey we do every year of the new people hired, 98 percent of responses rated our staff as 'professional.' When we asked if the way they were treated by recruiters influenced their decision to work in Palm Beach County, the answer was an overwhelming 'Yes.' A lot of them said, 'Other school officials didn't act like they were interested in us.' "

Jensen said that the district processes about 5,000 applications a year to hire fewer than 1,000 teachers.

The school district has five full-time recruiters, and one who works half-time. They travel extensively, mostly in March and April, to teacher fairs and campus placement offices. At schools that train teachers in areas with critical shortages, such as special education, the recruiters try to make their visit before the teacher fairs are held. "We offer early contracts to some of the students on the spot, as early as the first semester for jobs the following year. But we only do that in our critical needs areas, and only for outstanding candidates," Jensen said.

Florida school districts get recruiting help from the state department of education in a variety of ways, including employment of the state's teacher of the year as a recruiter. A state recruiting center disseminates information nationally, puts on a recruiting fair in June for all the counties. The state also provides two scholarships to every high school in Florida for students who will go into education. One of these is earmarked for a minority student.

Other recruitment efforts also are being made, Jensen said. "We are reestablishing teacher clubs in Florida high schools, to increase the number of junior and senior high school students who will enter teaching as a career, hoping that they will go to college and then come back home to teach. I just wrote a grant asking for funds to pay for substitutes so teachers can serve on speakers' bureaus and spread the word in the community. We will train these teachers and send them out to talk about teaching as a career. It's an awareness and marketing campaign."

Palm Beach County isn't looking abroad for teachers. "We looked into recruiting outside the United States, and I went through with one person the process of getting certified," Jensen said. "It is difficult, and the certificates only last for a year. So it wasn't worth it; it wasn't cost-effective."

Recruiting teachers from minority groups has been a longstanding problem, Jensen said. "We're not attracting minorities in sufficient numbers to meet our needs." One new effort involved starting a minority internship program at two colleges in Louisiana, in which two minority interns

are selected to do their student teaching in Palm Beach County. "They will live with host families, much as foreign students do. The school district will pay travel expenses for their college supervisor to come down and observe them." Jensen said Palm Beach County does this because it hopes to set up a network with these schools that will grow and produce larger numbers of teachers. The county also is trying to recruit local minority high school students to go to college and to come back to be teachers.

"That's our long-term plan," she explained. "Our short-term plan is to recruit like crazy. It's an uphill battle."

NASHUA, NEW HAMPSHIRE "Traveling Spouses" Meet Spiraling Teacher Need

Because Nashua is one of the fastest growing cities in the United States, teacher recruitment has become "more aggressive in the last couple of years," in the words of Superintendent Berard Masse.

"We're growing at the elementary level," he said. "But we're fairly stable at the secondary level." The school district employs about 660 teachers.

Where does Nashua recruit teachers? "In the last two years we've done some college visits. And we tap smaller school systems in Maine, northern New Hampshire, and Vermont," said Masse.

"We also have recruited in Montreal and Toronto." Those Canada trips yielded some candidates, but immigration paperwork was troublesome, Masse indicated. "Crossing the boundary is not quite as easy as some people make it sound."

The district places recruiting advertisements in *The Boston Globe*, *The Manchester Union-Leader*, and two local newspapers; lists openings with college placement offices and corporate relocation offices; and takes part in recruiting consortiums and college job fairs.

The schools have been hiring about 50 new teachers a year for the past several years. One of the best sources has been what Masse called "the traveling spouse" — a teacher who moves into the Nashua area because a spouse has taken a job there. Soaring real estate prices often make it difficult to attract single teachers who cannot afford the high rents. But the "traveling spouses" have already made the decision to move to the area.

Nashua's salaries look attractive to teachers in communities in northern New England, Masse said. "But they find out that the cost of living is higher here."

CALVERT COUNTY, MARYLAND Teacher Days Bring Candidates to the Schools

The Calvert County Public Schools, in eastern Maryland, have Teacher Days each year — days on which candidates for teaching jobs are invited to visit the school system for interviews. Eugene A. Uhlan, assistant superintendent for instruction, described how the idea works: "The school district gets applications resulting from visits to colleges by recruiters, and receives applications directly at the school office. From these two sources, we develop a list of people who appear to be the best candidates for the positions available." During Teacher Days — one for elementary grades and one for secondary — the school district invites those top candidates to meet with four or five interviewers in the schools, including the principals and supervisors for the particular job the candidate is applying for. Each interviewer evaluates the candidate, and the evaluations are summarized to yield a list of candidates who will be offered contracts.

Said Uhlan: "We get 35 to 50 candidates for each of the Teacher Days. A few of them come from the local area (we give these candidates preference), but most come from long distances — Pennsylvania, West Virginia, Virginia, North Carolina, and Massachusetts. We don't pay travel expenses.

"This year we will hire 40 to 50 teachers, some of whom will be additions to our staff and some of whom will be replacements. We are a growing system, with 600 new students this year, and we hire one teacher for every 25 new students.

"We don't have a large personnel staff. Basically, it is our director of personnel and two secretaries. We use principals and supervisors.

"We advertise widely. We have found that the best place to look is the colleges, which give us the largest number of candidates."

LOS ANGELES Recruits 1,600 Teachers a Year; Trains Own Recruits

Nearly 4 million people live in the Los Angeles Unified School District. Nearly 600,000 of them attend the district's 644 schools. They are taught by 30,000 teachers.

These numbers mean that the school district is constantly recruiting teachers. Said Ben Lujan, director of certificated recruitment selection, "There is always a teacher shortage here." The shortages are critical in some areas such as bilingual teachers. "Our population is 57 percent Hispanic, and our Asian population is growing."

He said the system will need elementary bilingual and special education teachers, teachers of English as a second language, and teachers of physical science, biological science, mathematics, and English at the secondary level. The total number of teachers that are needed in a typical year: "Possibly 1,600."

During 1987, Lujan said, 11,000 people came to the school district office with job applications, and 5,500 of them were referred to eight regional offices for interviews. The office has a staff of 14 people who go on recruiting trips to colleges in California and outside the state — as far away as the Midwest, to seek teachers in certain areas such as special education. Lujan added: "We spend a lot of money advertising, both locally and outside the state."

The Los Angeles district has engaged in limited recruitment in Spain, Canada, and Mexico. Lujan went to Spain seeking teachers in 1987. "We hired 17 teachers there the first year, and eight last year. We have hired 15 in Mexico." All are bilingual.

The Los Angeles district is beginning to train its own recruits from among college students studying mathematics, English, and science, and is helping them to obtain credentials while they work full-time with full pay and benefits.

Trainees must have a bachelor's degree; have a minimum of 20 semester units in mathematics, English, physical science, or biological science; and be able to pass required examinations. As of last summer, 435 teacher trainees had earned a credential or were being trained for certification. The district also sets up partnership programs with universities to train teachers.

New sources of teacher supply found during the past three or four years include former Peace Corps teachers.

COB COUNTY, GEORGIA Uses Teachers in Recruiting

Cobb County, Georgia, which lies across the Chattahoochee River from Atlanta, is home to about 300,000 people. One of the fastest growing counties in the nation, its population could reach 400,000 within the next decade. The district has 62,000 students, 3,500 teachers, more than 70 schools, and a $150 million school budget.

Grace O. Calhoun, assistant superintendent for personnel in the Cobb County School District, said the district hired about 700 teachers during 1987. The year before, it hired about 750.

The district locates about 200 new teachers each year through campus recruiting. "We recruit on 100 campuses, most of which are within driving distance of Atlanta, but we also fly to some campuses," said Calhoun. "We decide which colleges to visit by looking at the size of the education department and the number of people who graduate in certain subject areas."

A recruiting practice that has proven useful is one-on-one interviews of outstanding candidates. The interviews are arranged before the recruiter arrives on campus. "Individual interviews afford the best opportunity for us to give an overall view of the school district," said Calhoun.

Another recent wrinkle is in the makeup of recruiting teams used at on-campus career days. "One person sits at the table and the other interviews students one-on-one."

School administrators do much of the recruiting, but teachers also help. Said Calhoun: "We take with us two groups of people — an assistant principal of an elementary, middle, or high school, who will spend three or four days a week on recruiting, and someone from the personnel division. We also use teachers for overnight or one-day trips, but not for a whole week. Every school's honor teacher of the year and the honor teacher for the district participates. We put substitutes in their classrooms and take the teachers on recruiting trips. We also use lead teachers, or coordinators as they are known here."

"We are desperately seeking minority teachers," Calhoun said. Less than 5 percent of the district's teachers are members of a minority group, a statistic that is balanced somewhat by the 2.8 percent minority enrollment among students. "Our strategy is to look at small colleges — not minority colleges, but those which have strong minority enrollments such as Wayne State University in Detroit."

Salaries in Cobb County are competitive, according to school officials; the scale for a teacher with a bachelor's degree starts at $20,053 and goes up to $24,431 over 10 years. Top pay, for a teacher with a doctorate degree and 30 years experience, is $40,107.

The district seeks both new and experienced teachers. Most teachers with experience who apply are people who move into the region. "We have a wealth of applicants in this area," noted Calhoun. There is a tradeoff, however: "We are competing for teachers with large corporations like IBM, Lockheed, and 3M. They pay three times the salary we can. This contributes to our turnover and creates competition for teachers, especially for math and science teachers."

She said she believes strongly that the essential thing a school district needs to attract new teachers is a good reputation. "Eighty to 90 percent of the public relations of a school district is word of mouth. It makes people call your office for an application."

In Support of Teacher Recruitment

Example 1

NEW JERSEY Makes a Statewide Effort To Increase Teacher Supply

Only a concerted statewide effort to enhance the teaching profession can assure an adequate supply of teachers and thus help school districts recruit "the best and the brightest."

This is the principle behind New Jersey's enactment of its "Design for Excellence," which has set into motion a series of programs, including:

- Raising the starting salary for teachers to $18,500.
- Recruiting qualified high school graduates to the teaching profession by offering college loans of up to $7,500.
- Offering minority high school juniors academic enrichment at Jersey City State college, and forgiving loans in return for teaching service in New Jersey schools.
- Providing 15 grants of $5,000 each to outstanding teacher candidates participating in the state's Provisional Teacher program, in which teachers can be certified by alternate means.

Other programs are intended to enhance the attractiveness of teaching. These include:

- Honoring more than 1,000 outstanding teachers at an annual recognition event, and providing $1,000 to each of these teachers' districts to be used for an educational purpose the teacher selects.
- Establishing an academy to help educators enhance and renew their teaching and school management skills.
- Conducting an information campaign on teaching in New Jersey to improve understanding of teaching as a career.

The central part of the plan is teacher certification reform. New Jersey has raised standards for becoming a teacher in several ways:

- Allowing qualified candidates who have not completed college teacher preparation programs to earn certification through an alternate route known as the Provisional Teacher Program.

- Emphasizing subject matter competency as well as greater rigor and consistency in traditional teacher preparation programs.
- Requiring candidates from both the traditional and provisional routes to hold bachelor's degrees in liberal arts, science, or technology.
- Requiring all new teacher candidates to pass teacher competency tests before they can be certified.

Example 2

Increasing Supply of Much-Needed Teachers

To give school districts a wider choice in selecting teachers in "hard-to-find" subjects, Massachusetts sponsors the Math English Science Technology Education Project, a teacher-education program at the University of Massachusetts, sponsored by schools, business firms, and the university. It recruits and places in schools those college graduates who have strong majors in mathematics, English, or a science, for a 15-month master's program in education. During a summer session at a school, the candidates work with mentors and high school students to start learning how to teach. Both the school systems and cooperating business firms hire the candidates as full-time, paid interns for one semester during the academic year, and the firms offer summer employment to graduates during their first three years of teaching.

Example 3

Business Gives Backing To Attract New Teachers

The telephone in the Prince George's County School District, in Maryland, started ringing the morning after the announcement of a new benefits package to attract teachers, and by day's end more than 100 inquiries from teacher applicants had been logged.

The school district's Advisory Council for Business and Industry, which sponsored the program, called it "start-up assistance" to meet new college graduates' concerns about food, shelter, and transportation. A group of business leaders developed the package, in conjunction with the school system, which was intended to help the 6,000-teacher district in suburban Washington, D.C., hire more than 400 new teachers.

The package included several benefits for teachers who signed with the county:

- A housing corporation provided a month's free rent at the teacher's choice of 18 apartment complexes, and waived security deposit requirements.
- Banks offered discounted rates on loans for cars and consumer goods, free checking accounts, and credit cards without an annual fee.
- Three restaurants offered 20 percent discounts.
- A real estate company offered discounts on settlement and mortgage-related costs.
- Local businesses offered summer jobs.

The county drew national attention when the plan was first proposed in 1986. The plan was expanded the next year when the Chamber of Commerce of Prince George's County created a summer job bank for teachers as an aid for recruitment and retention. The chamber announced it would try to line up 500 summer jobs, and new and current teachers would be permitted to apply on a first-come, first-served basis.

Help in recruiting teachers also came from the Maryland Department of Education, which declared that Prince George's County and the city of Baltimore were geographic areas of "extraordinary" teacher need. Prospective teachers in fields such as mathematics and special education who chose to teach in a geographic-shortage area would receive favorable terms on state scholarships for their college education.

James O. Harmon, a member of the Advisory Council for Business and Industry and a corporation vice-president, said that the district received 7,000 requests for employment applications during the spring of 1986, of which 4,000 materialized as full-fledged applications. He predicted even greater results in the future. The secret of success, he suggested, was applying some of the same recruitment techniques that industry uses such as job fairs and television commercials.

The advisory council for business and industry is planning to continue the campaign, and to double the number of incentives for teachers. The district wasn't talking about what the incentives would be — it didn't want to tip off the competition.

Example 4

Help from Canada

The Alberta Teachers Association helped a California school district hire 23 teachers. Here's how it came about:

Joseph B. Simmons, personnel director for the Compton, California, Unified School District checked with the ATA because he had read that the province had a teacher surplus due to economic conditions, and several hundred teachers were available. He called the ATA and set up a visit. He and ATA officials arranged to advertise the Compton job vacancies. The publicity brought a flood of applications. A skills test reduced the field to 300 applicants. These were interviewed by three people from the Compton school office who traveled to Edmonton. Twenty-three teachers signed contracts.

Simmons said that the Compton school office took care of the paperwork in meeting immigration requirements, and the teachers all received equivalent credentials in the United States. The teachers were granted visas for three years.

Hilda Lindae, administrative assistant at the ATA office in Edmonton, said the ATA was glad to help find teachers for Compton. She estimated in January 1988 that the province probably had 800 education college graduates who were jobless. "We've tried to help them find jobs in the U.S., Australia, and Japan. There are still quite a few in the province waiting for job openings."

Simmons said the teachers are doing well. He noted that the experience of hiring teachers abroad was not new to him; he had taken part in previous recruitment efforts involving Spain, where the district hired 12 teachers in 1986 and eight in 1987. The district also has hired teachers from the Phillipines.

Simmons reported that Spain has invited the district to interview teachers again this year. Spain, he said, is graduating more teachers than it needs. All the teachers that the

Compton district has hired in Spain are teaching bilingual classes.

Example 5

Power of Advertising Used To Increase Teacher Supply

The public is about to become more aware of the need for teachers. In 1988 the nation's news media began using a series of advertisements designed to nudge high school students toward careers in teaching. The ads resemble those that have helped to promote the United Negro College Fund ("A Mind Is a Terrible Thing to Waste") and the U.S. Army ("Be All You Can Be").

The Advertising Council has planned a $20 million, three-year media advertising campaign to convince American high school students to become teachers. The plan is to distribute ads that will "raise the image of teaching as a profession in the eyes of youth, teachers, and the general public." The campaign sponsor is Recruiting Young Teachers, Inc., a corporation founded by the Education Leaders Consortium, a group of public and private education associations. The group has raised funds to pay the minimal expenses required when a campaign is accepted by the Advertising Council as a public service campaign.

Example 6

States' Loan Programs Help Student Teachers

States are helping to attract prospective teachers in a tangible way — the use of student financial aid.

The College Entrance Examination Board found that in 1985, 28 states had teacher loan programs. Of these, six had programs in which the loans had to be repaid and the others had programs in which the loans were forgiven. One state, Pennsylvania, had both types. Most of the programs had been created since 1982, although North Carolina's dates back to 1957.

Teaching years required to forgive the loans varied from two years in eight states to 10 years in Washington. The maximum loans ranged from a single loan of $550 in Illinois to $7,500 a year in Alaska. Most of the loans were awarded on the basis of merit; only four states awarded loans on the basis of need.

Irene K. Spero, author of the study, pointed out: "Loan forgiveness or repayment programs by themselves probably will not solve the problem of recruiting and retaining qualified teachers. The reason students are not going into teaching is more complex than just the ability to pay for college."

PART THREE

Keeping the teachers we want

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Retaining Teachers Today and Tomorrow

How deep is teacher commitment to the profession? — Nature of mobility and turnover among teachers — Effect of teaching conditions and district policy on retention — Why teachers leave the profession — And why they leave a school district

In the past, administrators generally assumed that the teachers they hired intended to remain if not in their district at least in the profession. They anticipated that most female teachers who left the profession to raise a family would someday return to it. Has that changed now because women are free to move into any employment field, because today's young men and women are more inclined to change careers, and because salaries have never been better in other fields? The available evidence does not indicate major change — yet.

Most teachers entering the profession are still in "for the long haul," according to NEA researcher Tomas Saucedo, and no information was collected in researching this report that disputes his claim, although a small proportion of persons who train as teachers do not enter the profession. Several superintendents interviewed said they see no change among new teachers insofar as long-term commitment to the profession.

But what about the U.S. Department of Labor's forecast that this generation of workers will change careers — not jobs — as many as four times in their lifetime? And what about Alvin Tofler's prediction in *Future Shock* (1970) that "instead of thinking in terms of a 'career', the citizen of super-industrial society will think in terms of 'serial careers'?"

So far, these prognoses have not been proved to be correct. Teachers hired in the last 10 years have given every indication that they expect to remain in teaching indefinitely, said Tom Ptacek, personnel assistant in Beaverton, Oregon, School District 48J (enrollment: 23,000). Actually, fewer teachers have left the profession in recent years, according to Dan Neuenswander, superintendent of the Lawrence, Kansas, Public Schools (enrollment: 8,000). Neuenswander has been in administration for more than 20 years. "They *don't* leave," said Larry Westley, executive director of personnel for the Rochester, Michigan, Public Schools (enrollment: 10,500). Only two teachers have left this system for any reason other than retirement in the last 15 years, according to Westley.

As if trying to clinch the point that teachers are not leaving the profession for careers newly opened to them, NEA researchers say that approximately 68 percent of teachers in America are female, said Saucedo, and that statistic has not changed greatly in a number of years.

Richard A. Loveall, director of personnel for the Yuba City, California, Unified School District (enrollment: 7,628), takes minor exception to the statistics compiled by NEA. "If you are asking me whether more women are leaving the profession," said Loveall, "I would have to answer yes." Women teachers, who once were more likely than men to put up with low salaries, bad working conditions, and no respect, no longer can be counted on to take it," said Loveall. They now have opportunities in many careers outside education, and they are not a bit reluctant to go after them.

"Private enterprise is coaxing women," said Loveall, "and the most talented women teachers, especially if they came into the profession on a wait-and-see basis, realize there's a whole other world out there, and they can earn much more in that other world."

Why Teachers Leave

AASA asked participants in the survey conducted for this report what, in their opinion, "is the most important single cause of teachers leaving the profession." The majority of 181 respondents listed more than one reason, but the answer most often given was that teachers left teaching for better salaries and greater opportunities in other fields. The next four most often mentioned reasons were related to feelings of frustration and discouragement (87 respondents).

Administrators who were interviewed for this report are not surprised by these findings. Teachers who have left the profession in the past usually have done so for the same reasons, they believe. Perhaps though, as Loveall suggests, the leavers include more women, and both men and women will give up more quickly now if they are treated badly on the job.

The reasons teachers give for leaving the profession are not much different from those provided by administrators. For example, a 1982 survey of 360 secondary school teachers in Connecticut reported the two reasons most often cited were low status of teaching and inadequate salary. These reasons roughly correspond to the first and third reasons listed by administrators.

Other major sources of dissatisfaction mentioned by teachers were as follows: poorly motivated students, too much paperwork, pupils' attitude toward work, lack of time for students, overall frustration, pupils' lack of interest, schools' failure to maintain values and standards, and parents' lack of interest. The survey was conducted by Yale University researchers Dennis C. Turk and Mark D. Litt.

Speaking of the lack of opportunities for advancement, which figured prominently in both the AASA survey and their own, Turk and Litt stated: "Perhaps nowhere else among the professions is there an occupation that requires so much educational preparation while offering so little opportunity for advancement. Regardless of advanced degrees and credentials acquired, in terms of prestige, a classroom teacher still appears to be one step above the pupils and one step below the lowest-level administrators. Generally, advancement in both pay and status is restricted to a move from the classroom to one of the few administrative positions."

Ernest L. Boyer, in his book *High School*, stated: "Two of the most troublesome aspects of the teaching profession are the lack of a career ladder and the leveling off of salaries. The irony is that to 'get ahead' in teaching you must leave it. The notion seems to be that, if you are good, you will move out of the classroom and become a school counselor or principal — or a football coach. The lack of opportunity for advancement in teaching is in sharp contrast to other professions, where outstanding performance is rewarded."

Boyer suggested three levels of teaching, with money and prestige increasing at each step. The first level would be an associate teacher; the second step would be "full teacher status"; and the final level would be senior teacher.

"While far too many first-rate teachers have left the profession, many more remain," Boyer wrote. "Our recommendations are aimed at keeping outstanding teachers in the classroom and attracting into teaching young persons worthy to be their successors."

Frustration and discouragement can set in quickly in the teaching profession — long before so-called burnout. A study in Montgomery County, Maryland, considered to be

Why Teachers Leave: View of Administrators

The AASA survey asked, "What, in your opinion, is the most important single cause of teachers leaving the profession?" and, "What, in your opinion, is the most important single cause of teachers leaving your school district?" A total of 181 individuals responded to both questions. In each case, respondents usually listed more than one cause, as reflected in the summaries below.

Why Teachers Leave the Profession

Better pay and better opportunities for advancement in other fields	91
Frustration, "burnout," discouragement	37
Not appreciated	19
Low prestige for teaching profession in general	16
Lack of support for teachers from parents of school children and other citizens	15
Not suited to teaching	8
Lack of control over personal and professional development	8

Why Teachers Leave a Particular District

Better pay and better opportunities for advancement in other districts	67
Spouse relocating because of job	51
Retirement	45
Another teaching position elsewhere	18
Start a family, raise children	13
Frustration, "burnout," discouragement	9

Why Do Teachers Leave Teaching?—Teachers' View

Over the years, a number of researchers have asked former teachers and those about to leave their reasons for leaving the profession. Although the precise rankings change from study to study, these 10 items — in some order — usually head the list:

- Poor opportunities for advancement
- Poor salary
- Low status of teaching
- Lack of concern from parents
- Insufficient time for class preparation
- Too many students in the class
- Too much paperwork
- Students' lack of interest
- Lack of time to spend with students
- Frustration — inability to participate in decisions that affect their work in the classroom.

one of the affluent suburban districts in the country, showed that "attrition rates for first and second year teachers remain high — about 30 percent annually in recent years." The study did not reveal how many of the teachers leaving the Montgomery County system were also leaving the profession, but the implication is that most of those persons leaving did so because they didn't get the professional and moral support they needed from other teachers and administrators. And they evidently were not willing to wait to see if things got better.

Boredom and daily routine exist in all fields, but today's young men and women are less willing to accept them. They have more options than ever before, and that is what the Department of Labor and Alvin Tofler probably were indicating with their forecasts of career jumping.

"For most teachers, the initial experiences of teaching are traumatic events out of which they emerge defeated, depressed, and constrained, or with a sense of efficacy, confidence, and growing sureness in teaching skills."

F. McDonald, "The Problems of Beginning Teachers: A Crisis in Training (Vol. 1), Study of Induction Programs for Beginning Teachers, *Educational Testing Service, Princeton, NJ 1980.*

Laying the Foundation For Retaining Teachers

Care in selection helps lay a foundation for retention — The questions you ask and the answers you get provide clues to retention — How induction of new teachers helps keep them in the district — The function of mentors in retaining teachers in the schools.

"A well-designed teacher selection process...enables school districts to influence whether their new hires will remain in teaching." So concludes the RAND Corporation study, *Effective Teacher Selection: From Recruitment to Retention* (1987).

The message to administrators, therefore, is this: If you want to keep qualified, dedicated teachers, make sure that in the first place you hire qualified, dedicated teachers.

One reason teachers leave the profession is their own "recognition that...they were not equipped (personality, preparation, etc.) to be a teacher to begin with," says Michael W. Jinks, superintendent of the Warrensburg, Missouri, School District (enrollment: 2,300). But how can an administrator tell if the candidate who is fresh from college or in the first few years of teaching is committed to being a teacher?

Jinks (and other administrators interviewed for this report) said they are more attuned than they used to be to the answers candidates give to questions that deal with how they feel about teaching as a profession and their role in the classroom.

When he talks to candidates now about classroom management or asks them how they would cope with a variety of classroom situations, Jinks said, he is listening for responses that indicate knowledge of assertive discipline and a reasoned and reasonable approach to classroom disruptions. If the candidates' answers indicate otherwise, Jinks said, it might mean the person is "in teaching for the summers off and the long vacations," or it could hint of later "disaster." The responses could also portend teacher frustration and early burnout.

Douglas Brown, superintendent of the Rocky Ford, Colorado, School District (enrollment: 1,400) said he and a number of other administrators in the West are now asking teacher candidates "more searching" questions. He adds: "And I've become more sensitive to what the candidates' answers might indicate about their commitment to teaching as well as their teaching abilities."

Here are some of the questions Brown might ask and the kinds of responses he is looking for:

Q: What do you enjoy most about teaching?
A: Seeing students grow.
A: Seeing students succeed.

Q: How significant to you is teaching as a career?
A: It is the most important career.

Q: What is the significance of public education?
A: It aids in the development of young people.
A: The future of society depends on public education.

Q: What do you want to be doing five years from now?
A: Teaching.

If a candidate were to answer the first question by saying something to the effect that working with young people makes her feel good, Brown might reject her. His reasoning is that the person is too self-centered, too concerned about personal fulfillment and not enough about students' fulfillment. He doesn't believe such persons are going to make good teachers or stay in teaching very long.

The use of questions to probe teacher candidates' fitness for employment is at the base of the work carried on by Selection Research Incorporation (SRI). Through question and answer strategies, SRI probes into a candidate's three characteristics: mission, investment, and focus. A word about each:

Mission. Questions and answers are designed to ascertain whether a candidate is a person with a mission, a purpose. The person should have a need and desire to help others and be confident that he/she has the ability to be helpful.

Investment. Questions and answers are designed to find out whether a candidate can be satisfied aiding the growth and development of others. In fact, it is more important that the person be satisfied more by what he or she can do for students than by what the school system can do for them.

Focus. Questions and answers are designed to determine what the candidate's short-term and long-term goals are. The intention is to find out whether the candidates see themselves still working as a teacher in the foreseeable future.

Widening use of structured interviews

Many experts agree that the more structured interview, and the development of question and answer models are becoming more widely used throughout the country as districts try to find teachers whom they want to keep and who, in turn, want to remain.

The AASA survey has revealed that, in the past, school district interviewers have not always been successful in matching the right person with the right position and, as a result, teachers soon left both the district and the profession.

The problem has been the "interviewer's lack of skill in gathering more than one-dimensional data during the interview," a body of research indicates. And the AASA survey shows that interviewers are being trained to ask pre-determined questions that are subsets of 'theme' areas related to what are believed to be characteristics of effective teachers.

Looking to substitutes

A fairly common approach to matching (or trying to match) teachers with the district and the job is relying on substitutes as the pool from which full-time teachers are recruited. Hiring from among substitutes, according to the RAND report, "allows school principals to control who teaches in their schools, it presents an opportunity to carefully assess a potential teacher's skills, and it lessens the consequences of any recruiting errors." Major consequences of "recruiting errors," of course, are that the teacher hired either will not be suited to teaching at all or will not be suited to a particular teaching position in a particular district.

The Woodstown, New Jersey, School District (enrollment: 1,600) has added a new twist to this concept. The district invited five of its top graduates to serve as paid aides in the system during those times when the students, now in college, are on a break but the schools are open and from the time when the students' college year ends (usually mid-May) to the end of the school year (late June).

The five graduates are among a select few in New Jersey to receive loans through the Governor's Teaching Scholars Program. The loans are for up to $30,000 over four years, and recipients don't have to pay back any of the money if, after graduation from college, they agree to teach four years in an urban district or six years in a non-urban district.

Four of the five Woodstown students accepted the invitation and began working as aides during their winter break.

According to Superintendent Ronald Udy, the students were able to select the teacher they wanted to work with, and he was pleased with their choices. "The teachers they picked were persons whom I would have selected. What also is interesting is that the students picked those teachers who were most instrumental in their considering the teaching profession in the first place."

When the Board of Education adopted the program at Udy's suggestion, Board President James Pope said: "We believe this program will not only encourage outstanding students to pursue teaching as a profession, but will provide concrete evidence that we want them to consider returning to Woodstown for that teaching career."

Hiring minority teachers

Urban districts for some time have been trying to hire more black and Hispanic teachers. Chapter — outlined many of the reasons. Minority teachers relate better to some students and provide needed role models for minority students. However, Jane Hale, a personnel director in the Rochester (NY) School District (enrollment: 32,300), points out that the matchup between teachers and students also helps ensure stability among the faculty.

"The teachers who tend to be the most successful [and remain in the system] are those who want to teach children in an urban setting," said Hale.

Choosing to stay or leave

Newly hired teachers may decide whether to remain in the district and, perhaps, in the profession, according to how well they are treated, guided, and supported during the first year or two on the job. Even after a teacher is selected and placed on the job, he or she continues to make choices. (And, of course, so does the district.) As a result, approximately 40 percent of beginning teachers resign from teaching within the first two years of teaching in some districts.

In the words of the RAND study: "Administrators set the conditions that encourage new teachers to remain in teaching, including stability of the working environment, the assistance of administrators and senior teachers, and access to district resources. In turn, promising new teachers consider these conditions and how well they are making the transition from college graduate to professional teacher."

In an article titled, "Why Teachers Won't Teach" (Phi Delta Kappan, 1986), M.W. McLaughlin warned that unless districts do more to help the new teacher, "the U.S. system of education risks producing yet another cadre of individuals who enter teaching with a strong desire to serve students, but who find, after exposure to the working conditions of their profession, that they can't and won't teach."

Washout or burnout

Much of the frustration and discouragement that cause teachers to leave the profession begins to build early in a teacher's career. The danger greater than eventual burnout may be initial washout.

To protect beginning teachers against initial washout, districts put into effect orientation and induction systems.

The RAND study places special emphasis on induction and its discussion of induction strengths and weaknesses is worth noting. Here are some of the strengths of a good induction program:

- Senior teachers and administrators help new teachers understand and adapt to students, the curriculum, and the way things work in the system.
- The district offers systematic training to help new teachers achieve higher levels of competence.
- Senior teachers or mentors are assigned to schools on the basis of the number of new or beginning teachers at each school.
- Senior teachers or mentors are given sufficient released time to help new teachers. Principals are available to beginning teachers for help and consultations.

Among weaknesses of poor induction programs are:

- Little communication exists among new teachers, senior teachers, and administrators.
- The induction program and its participants are overwhelmed by paperwork — filling out forms and reports.
- Insufficient experienced teachers are made available as mentors for new teachers.
- Senior, experienced teachers are allowed to transfer from one school to another almost at will because of labor contracts or simply because of inadequate policies. One result is that the most experienced teachers transfer to the "most attractive" schools, leaving the "less attractive schools" without a necessary cadre of senior teachers. The imbalance worsens when the district assigns most of its new teachers to the "less attractive schools."

Improving induction procedures

To prevent sharp imbalances between senior and beginning teachers, the RAND report recommends that districts, particularly larger ones, create an induction school or schools. (See sidebar for rational and benefits.)

The Ohio County School system in Wheeling, West Virginia, has adopted a Teacher Induction Program, described as a "continuing education program which provides orientation and support for non-tenured teachers over a three-year period."

District officials describe the program as follows:

First Year. New teachers are assigned a mentor. The mentor is an experienced teacher who helps beginning teachers to become familiar with the operations of the school, and learn about the curriculum and available resources.

An induction notebook is given to each new teacher. The loose-leaf book contains policies; information about salary and benefits, rights of teachers; what to do about problem situations; and curriculum descriptions. Sections in the notebook allow the teacher to add information collected during the three-year period (e.g. research reports, new regulations, and materials that might aid in self-improvement).

The new teacher attends several seminars during the year at which research findings that can be applied to the classroom are discussed. The seminars also include sessions where new teachers, their mentors, and other personnel can discuss new procedures, answer questions, and deal with problems raised by the beginners.

Second Year. The seminars continue. A senior teacher demonstrates classroom behaviors or techniques, and talks with second-year teachers about ways to apply these successful teaching practices.

The second-year teacher then applies these practices under observation by a supervisor, principal, or department head.

Third Year. Demonstrations and observations of good teacher behavior and teaching techniques continue.

The third-year teacher's own classroom behavior and techniques are videotaped and played back to aid in self-analysis and correction.

Through the seminars and in other ways, third-year teachers continue to review appropriate literature and research reports. Role-playing is used to help teachers develop good teaching styles.

Use of mentors in Los Angeles

Michael P. Acosta, a director with the Los Angeles Unified School District, in a response to the AASA survey, said the main reason most teachers give up teaching altogether or move from one district to another is "the perception of administrative non-support." This lack of support "causes teachers to feel frustrated, ineffective, and unclear of their role in teaching," said Acosta.

Teachers often do not feel they can turn to administrators for guidance on curriculum matters, on dealing with problem students, and on coping with the demands of excessive paperwork. They also wonder whether administrators will support them when parents or other community residents complain unfairly about teachers and teaching.

The Los Angeles system has an extensive mentor program (924 mentors) designed to prevent the early frustration that can cause teachers to give up. The mentors, who earn an additional $4,000 a year, must have had recent classroom experience and have "demonstrated evidence of effectiveness in classroom management, discipline, directed instruction, and communication with peers."

Mentors must be willing to be sent wherever they are needed. They must also be willing to attend staff development sessions after school or on Saturday and be available during the summer or at other "off-track periods." Mentors must submit written reports on their work as requested.

Some of the mentors' duties, as outlined in Los Angeles district policy, are:

- Give assistance to new and inexperienced teachers.
- Demonstrate successful teaching and classroom management techniques.
- Plan and lead staff development meetings.
- Assist teachers to understand the curriculum and policies on classroom management and discipline.
- Assist teachers in establishing and achieving instructional goals.
- Provide professional literature and share knowledge of new curriculum materials and up-to-date information on new research.

To become a mentor, a teacher must complete 30 hours of training.

From districts that have used mentor programs successfully comes the counsel that mentors require more than the typical short-term orientation program offered by many districts which does little to help either new teachers or the school system. In fact, a comprehensive and thorough mentor program can both weed out unsatisfactory teachers and improve the performance of those who are retained.

The Induction School — Rationale and Benefits

Some school district policies allow teachers with seniority to transfer to schools of their choice. As a result, desirable schools become rich in experienced staff and less desirable or difficult schools become weighted with beginning teachers. That makes life doubly stressful for beginning teachers who, assigned students who are difficult to teach, have few experienced teachers to turn to for advice. Consequently, they may be all the more inclined to abandon teaching. Meanwhile, the students may become still more disenchanted with school from being taught by another in a succession of beginning teachers and substitutes.

The RAND study suggests: Establish "induction schools" — schools that will be staffed by a mix of highly expert, seasoned professional and beginning teachers. Their purpose is to provide a supervised internship (including both assistance to and assessment of beginning teachers) while giving the students a better education. The benefits include:

- Supervision for beginning teachers, with eased entry to teaching, better preparation for teaching, and reduced attrition.
- An attractive assignment for senior teachers that recognizes and uses their talent and experience.
- A setting wherein first-year teachers could be efficiently and effectively evaluated.
- More resources and more stable teaching for disadvantaged children.

Support for Induction. In addition to the RAND study, three other reports have backed the idea of induction, the process in which less experienced teachers can be offered guidance and instruction by more experienced teachers or administrators.

The Carnegie Forum recommended "lead teachers" who would, as part of their duties, provide assistance for other teachers. The Holmes Group, in its report, "Tomorrow's Teachers," suggested that schools provide an "internship or induction year" for new teachers. The National Education Association has called for "increased communication" between teachers and building administrators that could result in greater support for new and experienced teachers alike and "instruction" between administrators and teachers.

Feedback Factor in Retention

"...About 23 percent of all teachers get evaluation without feedback. Add to them the 18 percent who aren't evaluated at all and you end up with 41 percent of NEA teacher-members receiving no assistance in improving their teaching as a direct result of their evaluation!"

One Reason Teachers Leave

"[Teachers] do not have enough voice in decisions that affect them."

Patricia A. Scott, Administrative Assistant, Buena Vista School District, Saginaw, Michigan

Another Reason Teachers Leave

Teachers work in an environment suffused with bureaucracy. Rules made by others govern their behavior at every turn....Teachers are treated as if they have no expertise worth having.

Teachers who choose to work together as professional colleagues must constantly fight the natural tendencies of a system based on very different principles. And an endless array of policies succeed in constraining the exercise of the teacher's independent judgment on almost every matter of moment.

The plain fact is that the many good teachers we have are being driven out of teaching by these conditions, and it will be impossible to attract many new people of real ability to teaching until those conditions are radically altered.

In a nutshell, recruiting the most able college graduates to teaching will require the schools to offer pay and conditions of work that are competitive with those to be found in other places where professional work is done. That means fundamental change in both the schools and the profession of teaching.

A Nation Prepared: Teachers for the 21st Century, Carnegie Corporation of New York (1986).

TEACHERS SHOULD BE SEEN AND HEARD

Factors Essential to Teacher Retention

Administrators identify 15 factors that help to retain teachers — A close look at factor No. 1: Involving teachers in decisions affecting them — Participatory management as practiced in Duluth — A close look at another vital factor contributing to retention: An effective evaluation system

"Involve teachers in decisions that affect them" is the factor most often cited by administrators as most essential in teacher retention. Respondents to the AASA survey for this report were asked to rank in order of importance 15 factors that school districts "consider effective in retaining good teachers." Here is the range of data on factors that function to retain teachers:

Factors Effective in Retaining Teachers— Based on AASA Survey

1. Involvement of teachers in decisions that affect them.
2. Salary schedule, with annual increments, acceptable to teachers.
3. Consistent policies on discipline, homework, parent conferences.
4. Giving teachers a voice, role, and vote on professional issues.
5. Principals trained in listening skills and human relations.
6. Mechanism for teacher recognition, rewards, and praise.
7. Fair, effective teacher evaluation system.
8. Safe, clean schools.
9. Time for professional activities.
10. Inservice education activities developed *with* teachers.
11. Establishing a career ladder for teachers.
12. Faculty meetings that are interesting, useful, and effective.
13. Reassignment policies acceptable to teachers.
14. Merit pay.
15. Effective grievance procedures.

These rankings are supported by other research, notably by John I. Goodlad's survey of 1,350 teachers, which he described in his 1984 book, *A Place Called School* (McGraw-Hill Book Company). Goodlad found that teachers in elementary, middle, and senior high grades felt they were able to influence significantly what happened in their own classroom, but "saw themselves generally as having less consistent control in areas beyond the classroom." Specifically, Goodlad found that "teachers feel more potent concerning policies that govern students than policies directed at the teachers themselves. Teachers apparently perceive themselves as powerless regarding fiscal management and personnel decisions."

Many superintendents believe that one way to involve teachers in decisions that affect them is to allow them to help select new teachers and principals.

East Williston, New York, Union Free School District (enrollment: 1,500) is one example of a district that follows this precept. The principal of an East Williston school seeking to hire a new teacher appoints a search/selection team composed primarily of teachers in that school. The team describes the teaching vacancy, helps prepare advertisements, screens applications, interviews semi-finalists, observes the finalists teaching, and makes recommendations to the principal. The principal, in turn, forwards the recommendation to the superintendent, who interviews the finalists.

When he was interviewed for this Critical Issues Report, Michael Glennon, principal of East Williston High School, said he believes the involvement of teachers in this manner leads to greater retention. He said that in the eight years he has been at the school and senior teachers have been involved in the selection process, only one teacher has left to teach in another district.

What teachers realize through this process, Glennon said, is that "their judgment matters and that the principal respects their judgment." The process usually means well-qualified

teachers are hired, Glennon said, because the staff has as much at stake in the selection as the administration.

The principal does not take a back seat in the process, Glennon said. He observes the finalists teaching, and he has to make the final selection and recommendation to the superintendent. And he reviews and evaluates all the information and references for each candidate recommended to him.

Using participatory management

One way to allow teachers to be heard as well as to be seen is through participatory management as practiced in Duluth, Minnesota, Independent School District #709 (enrollment: 15,000). Superintendent Elliott L. Moeser has defined participatory management as "an attitude and a management process that involves employees in decisions that affect the delivery of their services." He adds: "Participatory management, which we started in 1984, has led to greater employee morale and satisfaction and a reduction in teacher grievances and teacher resignations."

Participatory management arrived in Duluth on the heels of a strike during which teachers accused the school board and administration of not treating them as professionals. "The teachers wanted to be partners," said Moeser. The need and benefits of the program were even more clearly demonstrated in 1987 when the district confronted a "crisis" that necessitated cutting $5 million from a $60-million budget.

Moeser is convinced that for participatory management to work, "lines of communication must be developed that allow and foster managers and employees to enter into joint decision making at every level. Decisions made closest to the locus of implementation result in better decisions."

To get decision making closer to the sites of implementation, the district created Quality of Work Life (QWL) committees in each of 26 school buildings. The committees include teachers, custodians, cafeteria workers, and other employees. The school principal also is a member, but not the chairman of the committee.

According to Moeser, imperatives governing the committees are as follows:

- Focus on the quality of work life "of all employees."
- Consider ways to bring about change.
- Do not substitute QWL decision making for administrative actions.
- Do not deal with issues related to contract and negotiations.

"Issues that relate to the contract and negotiations are referred to the appropriate employee group and administration." However, Moeser said issues that are not scheduled for the bargaining table may be brought before the QWL committees. For example, the Duluth Federation of Teachers agreed that the school calendar, which has been a subject for collective bargaining, can now be decided through the QWL committees.

- Do not discuss personalities or evaluation of specific individuals.
- Reach decisions through consensus.
- Submit proposals to the proper administrative personnel for action. If administrators elect not to take action, they must give reasons for their decision.

Moeser admits that participatory management is a risky business. Spreading the decision making among many people in 26 different buildings could create more problems than solutions if not handled correctly, he said. Keys to the success of the process in Duluth are these:

1. Everyone involved agrees that the proper authorities — administration and school board — must make final decisions.
2. Committee operational guidelines are clearly stated and understood.
3. Teachers and other employees understand that if district administrators and board members accept their recommendations, then the teachers and other employees must share the consequences.

"The involvement of teachers in professional decision making is critical to their staying in the profession as teachers," said Moeser. As evidence that participatory management in Duluth has enhanced retention, Moeser cites these facts:

- Increased seniority among the staff; teachers are staying in the district longer than they used to.
- Decrease in the number of grievances filed by teachers.

In 1984, more than 150 grievances were filed. The number has gone down substantially since then. "In the past," Moeser said, "mistrust and suspicion were major factors that led to a teacher strike. Currently, through the Quality of Work Life process, many issues that would have been brought to the bargaining table are solved through dialogue and consensus."

While participatory management can lead to many benefits, including greater retention of teachers, it "does not provide instant results," Moeser warns. "It does and should take time to slowly refine and develop its impact upon the organization. It takes discipline, patience, and care to slowly spread across, upward, and downward in the organizations. It isn't easy. It's hard work by a lot of people and involves the pain and stress any kind of change brings."

Site-based management — Involving teachers in making decisions

What is called "participatory management" in some school districts is more likely to be called "school-based management" or "site-based management" in others. Whatever the programs are called, they are designed to improve education by making it possible for teachers to have a more direct say in making decisions about what goes on in their classrooms. Dade County, Florida, and Hammond, Indiana, have been pioneers in these new reform efforts.

Dade County Schools in Miami, Florida, is the fourth largest school district in the country. In 1986, the school district and the United Teachers of Dade launched a pilot program of shared decision making.

The district's most important objective was to allow individual schools to make changes that would improve education for their students. To do that, Dade County designed a program that would cut the "red tape" that often occurs in large districts. Assistant superintendent Gerald Dreyfuss noted in an August 1988 article in *The School Administrator* that goals of the pilot program included:

- An improved educational program for all students.
- An increased focus of school district resources and shared decision making at the school level.
- Greater flexibility and responsibility in budget development and management at the school level.
- Increased collegial planning, implementation, and evaluation of the instructional program.
- Greater opportunities for flexible scheduling and staffing.
- Increased teacher involvement in staff development activities.
- Increased opportunities for community, business, student, and parent participation.

Schools selected for the pilot project involved school staff members, parents, community members and, in some cases, students in developing plans for educational improvement. Schools noted issues or procedures they wanted to modify or change. They listed the current status, legal or contractual authority to be waived in order to implement the proposal, the rationale behind the change, and its expected educational impact. To date, all the requested waivers have been granted. Schools also are given discretionary decision making in approximately 80 percent of their budget. For example, one school council decided not to replace a retiring associate principal. Instead, several part-time aides were hired.

Another district that has been a leader in giving teachers an increased role in decision making is Hammond, Indiana. In a 1988 article in the *Phi Delta Kappan*, Jill Casner-Lotto wrote that the School Improvement Process (SIP) is based on a "belief that those most closely affected by decisions should have a major role in making them and that reforms are most effective when carried out by people who feel a sense of ownership of them."

Like many urban districts, Hammond has faced a number of financial crises. Yet the shared decision making process made it possible for the district to lower the deficit "without closing one neighborhood school and without eviscerating any educational programs," said Superintendent David Dickson. He added, "And we still managed to award competitive salary raises."

Hammond's program is based on "pyramiding," which is designed to increase the number of people who have input into the decision making process. Each member of a school's SIP team must talk regularly with five to seven peers — communicating information about proposals, asking about ideas, and requesting feedback on current programs. Each of *those* five to seven people is also expected to talk with a similar number of people, and so on.

Hammond SIP councils have launched new instructional programs, including an alternative high school mathematics program and a transitional kindergarten/first grade. SIP teams have screened and interviewed candidates for school principalships. Most recently, teachers and administrators at one elementary school have agreed to a peer evaluation program.

How Evaluation Helps Retention

A fair and effective teacher evaluation system was named among the top 10 important factors aiding teacher retention out of 15 factors listed in the AASA survey.

From marginal notes on the questionnaires and from personal contacts with administrators, it is clear that they had in mind an evaluation system that (1) teachers have a hand in drafting and that (2) is intended to foster good teaching and encourage good teachers rather than to weed out and punish poor teachers.

"If teacher evaluation is to promote the kind of teacher and school improvement we all seek, careful attention must be given to each of...five key areas...," stated Daniel L. Duke and Richard J. Stiggins in the report, *Teacher Evaluation: Five Keys to Growth* (1986). "Teachers and evaluators must bring important attributes to the evaluative interchange. Evaluators must use sound evaluation practices and foster a healthy environment. Appropriate performance information must be gathered, summarized, and relayed back to the teacher in such a manner as to promote open communication. And all of this must take place in a context focused on teacher growth."

The authors suggested three strategies for "growth-oriented teacher evaluation":

1. Evaluate existing evaluation procedures.
2. Improve the evaluation environment. "Make it safe for teachers to be observed and to receive suggestions from a supervisor and, perhaps, other individuals."
3. Upgrade evaluation skills. "Participants might practice observing in classrooms, recording descriptive data, and reporting it back to teachers."

Joan L. Buttram and Bruce L. Wilson, writing about teacher evaluation in *Educational Leadership* (April 1987), said that districts with successful evaluation programs —

- Link evaluation systems to research on effective teacher practices.
- Provide improved training for evaluators.
- Hold administrators more accountable for conducting evaluations.
- Use evaluation-identified teacher deficiencies to focus staff development.
- Make teachers active partners in the evaluation process.

Teachers must have a say in developing a system that is going to evaluate them, said Daniel L. Stufflebeam, chairman

How Much Influence Do Teachers Have?

Based on his survey of teachers, John L. Goodlad, in his book *A Place Called School*, reported what teachers perceived as their influence over school policy issues. This is how they ranked their influence in descending order, from "substantial" down to "none or very little."

1. Curriculum, instruction, and pupil behavior
2. Communication with parents
3. Extracurricular and community-related issues and activities
4. Dress codes
5. Teachers' assignment to grades or classes taught
6. Scheduling and conducting staff meetings
7. Fiscal management
8. Teaching assistants
9. Professional personnel

of the Joint Committee on Standards for Educational Evaluation. The Joint Committee is the creation of 14 professional education organizations, including AASA. The Joint Committee plans to publish evaluation standards that school districts and others can use to analyze existing evaluation programs and to aid in drafting new ones.

The standards being developed by the Joint Committee were field tested in Lincoln, Nebraska. During the test, which involved the Lincoln Education Association (LEA), teachers and association leaders (as well as district officials) were pleased with the prospects. Robert Reineke, of the Lincoln Board of Education, said that so far as he knew, it is the first time in Lincoln that teachers have been involved in determining how they shall be evaluated. The collaboration has "validity," said Reineke, because when the teachers help draft an evaluation system, they have "ownership" in it. It is assumed that if teachers and their union agree to the terms of an evaluation system, they believe the system is fair, and "fairness in the evaluation system is essential" to teacher morale and retention.

In order for an evaluation system to be fair, Joint Committee Chairman Dan Stufflebeam said, it must be flexible. This is especially true if evaluation is to be used as a basis for promotions, awarding merit pay, or placing teachers on steps of a career ladder.

Stufflebeam is critical of the Tennessee career ladder program because he considers it is so inflexible and so highly structured that it might take "six or seven years before a young, highly effective teacher is recognized and rewarded." By that time, he argues, the teacher probably has left the district that hired him or her, maybe the state, and perhaps the profession.

He had warned Tennessee officials of this problem prior to the adoption of the career ladder program, Stufflebeam said. Unfortunately, his predictions have come to pass, he points out, and a number of good teachers have left because of the career ladder program's evaluation system.

"An evaluation system must recognize outstanding teaching and teachers quickly and reward them immediately," Stufflebeam said.

Teachers Evaluating Teachers

Some educators believe the best way to ensure that a teacher evaluation system is fair and effective is to take evaluation out of the hands of administrators and turn it over to the teachers themselves. In particular, John I. Goodlad and the task force on teaching sponsored by the Carnegie Corporation argue that evaluation should be carried out primarily by "head" or "lead" teachers.

"What are the chances of establishing a bond of trust between the principal and teachers if the principal is to be both the evaluator and the judge of these teachers?" Goodlad asks. "The only models for evaluating teaching that have proved reasonably effective to date are those of peer review, as used by major universities. Administrators monitor the process and act on the recommendations coming to them, but they do not conduct the reviews, according to Goodlad.

The 1987 report of the Carnegie Forum task force advocated "lead teachers," who, acting as a team, would manage a school and carry out most duties now assigned to a principal, including evaluation. The American Federation of Teachers has encouraged experimentation with the concept of lead teachers, and one such experiment is underway in the Taylor Falls, Minnesota, School District (enrollment: 340).

This small district is, in some ways, other districts in miniature.

Douglas E. Bakkum, president of the Taylor Falls Education Association, and Norman T. Nagasawa, one of the teachers elected to serve on an administrative panel, have said that teachers in the system were rarely evaluated in the past because the principal had too many other duties. "We feel that teachers evaluating teachers is a good thing," Bakkum said.

Paid Less Than School Bus Drivers...

It is interesting that though money was not a major reason teachers gave for entering teaching, it ranked second as a reason for leaving. We might speculate that, anticipating rewards intrinsic to the work, teachers begin with a willingness to forgo high salaries. However, when confronted with the frustration of these expectations, the fact that they sometimes are paid less than the bus drivers who bring their students to school may become a considerable source of dissatisfaction as well.

John I. Goodlad, A Place Called School

"I think that to stay in [teaching] for the long run, you need opportunity, you need energy, you need time to grow and develop."

Keith Grove, mathematics teacher, Dover, Mass.

"...intrinsic rewards, and not salary, may be the primary motivators of better performance in teaching. A low salary can discourage people from entering or remaining in the teaching profession, but higher pay alone will not lead to better teaching. It is, therefore, important for policy makers to explore other factors influencing teachers' job performance and satisfaction."

From "Incentives," prepared by the Education Commission of the States.

Most teachers and administrators would agree that an evaluation system, if it is to be effective, must have as its main objective the improvement of teaching (and, as a result, student learning). Teachers may not stay very long in a district or profession that uses evaluations mainly to decide who does not deserve a promotion or pay raise and who should be fired.

The National Education Association, by resolution, has taken the position that evaluation should be a means for "improvement of performance and quality of instruction offered to pupils, based upon written criteria and following procedures mutually developed by and acceptable to the teacher association, the administration, and the governing board.

"Evaluation reports [should] assess strengths, not progress, indicate remaining deficiencies, and suggest specific measures the teacher can take to overcome indicated deficiencies."

There generally are two types of evaluation: formative and summative. *Formative* evaluation is designed to improve teacher performance. A formative evaluation system could help new or experienced teachers to do a better job, to feel better about their work and, not incidentally, to feel better about the profession and the district that employs them.

Summative evaluation systems, however, are used to assign a rating of worth. Larry Barber, who set out these distinctions in a 1983 *Phi Delta Kappan* article, notes other differences between formative and summative evaluations:

- A formative evaluation should generally be conducted by people the teacher trusts; summative evaluations should be conducted by an evaluator who has not previously been involved.
- Formative evaluations may be conducted on any criteria agreed on by both the teacher and the evaluator; summative evaluations should be based on clearly defined standards of teaching.

The best teacher evaluation programs will be a combination of both formative and summative evaluation.

Teachers Speak on Retention

The chance to exchange ideas, problems, and experiences with colleagues is often mentioned by teachers both as motivation and as incentive to stay on the job. Three Massachusetts teachers, participating in a work study group (reported in *Education Week*, June 3, 1987), have expressed their ideas as follows:

"I wish there were something structured in schools for teachers to share their expertise — to teach one another on a regular, consistent, expected basis." — Clare Fox

"We need to talk about kids with other teachers. It's something you need in order to really practice the art of teaching. It's the interaction with colleagues that keeps me teaching." — Gene Thompson

"The question for a lot of teachers isn't whether or not they're going to leave the profession, it's whether they're going to come out of the cycle of numbness that a lot of teachers go through. They've been teaching for 15 years or more, and they have another 15 years in them. But are they going to spend five years going through the motions, or do they get regenerated? Some teachers get regenerated, and the question is how and why?" — Paul Stein

Role of Salary Schedules and Incentives for Growth

Teacher salaries go up, but are increases sufficient to keep the best teachers? — Rochester, New York, has a plan for rewarding teachers — And setting up discrete levels of teacher performance — Experiments in merit pay worth watching — Career ladders: Can they help keep good teachers? — A countdown of district and building measures that encourage teachers to stay in the classroom —

Administrators responding to the AASA survey ranked as second among 15 factors effective in retaining teachers an acceptable salary schedule. While teachers want to have a greater role in deciding school policies and practices and in their own evaluation, they are not likely to stay long enough to make progress toward these goals unless they are paid a salary they believe is fair for their level of education, training, and performance on the job.

In a 1987 report, *Rewarding Excellence: Teacher Compensation and Incentive Plans*, the National School Boards Association (NSBA) asked the big question, "Why do people leave teaching?" The question was rhetorical; the report had the answer: low salaries and poor incentives.

"Under a typical school district's salary schedule," said NSBA. "A teacher is likely to approach the top of the pay scale within 10 or 12 years of entering the workforce. At that point, teachers find themselves in their mid-thirties faced with the prospect of no salary growth in real terms when their peers are beginning to enter their prime earning years.

"In addition, teaching offers fewer opportunities for advancement than do other professions. In most other fields, opportunities for promotion and career advancement serve as powerful incentives for the best people to remain in the profession. Teaching, however, traditionally has offered few opportunities for promotion. Typically, those who have wished to advance in the profession must move out of the classroom — to become principals, district-level administrators, or superintendents....The lack of opportunities for professional growth for those who wish to remain in the classroom reduces the professional status of teaching."

The NSBA report also cited the lack of opportunities for "personal and professional growth" as a reason why teachers don't stay in the profession.

Marc Tucker, executive director of the Carnegie Corporation's Task Force on Teaching as a Profession, has asked: "Why would anyone want to go through the effort and expense of becoming certified only to work in a school where salaries are low, the atmosphere is authoritarian, and teachers lack the autonomy and responsibility that goes with other jobs requiring similar levels of training?"

The National School Boards Association points out that school boards, in an effort to "retain their excellent, experienced teachers," have adopted "significant changes in their salary schedules." Average teacher salaries increased 21.5 percent from 1982 to 1986, according to NSBA. The NEA corroborates this, reporting that average classroom teacher's salary increased by 7.3 percent from 1984-85 to 1985-86, the "fifth year in a row salaries have surpassed inflation."

Observers agree, however, that the increases still are not sufficient to retain in the profession most men teachers and an increasing number of women teachers. NSBA data show that despite the major increases in salaries in recent years, "teachers earn less, on the average, than do other workers of similar age and educational background."

Addressing local school boards, the NSBA report said "an investment to raise teacher salaries to competitive levels will

be necessary if districts are to attract and retain good teachers."

Experiment in Rochester

The Rochester, New York, School District may have foretold the future for teachers' salaries in America when it unveiled in 1987 a new agreement between the school board and the Rochester Teachers Association increasing the salary for beginning teachers 52 percent by 1990-91 to $29,000 and the top salary to $70,000. Rochester officials estimate the average teacher's salary by then could approach $45,000. Under the new Rochester plan, officials set up a program calling for four teacher levels: intern, resident, professional and lead teacher.

An *intern* would be a first-year teacher working under the supervision of a mentor (more experienced teacher). The *resident* would be a teacher who has left internship but has not yet acquired tenure. A *professional teacher* would be fully licensed with tenure. The *lead teacher*, who would be elected by committee of teachers and administrators, would serve as mentor to less-experienced teachers.

A professional teacher could earn $60,000 by the third year of the contract, and lead teachers, who would work 11 months and also be responsible for the toughest classes, could earn 20 percent more.

In return for this new salary schedule and professional recognition, the union agreed by contract to allow teachers to be judged largely on the basis of how well their students do. The Rochester schools enrollment consists mostly of students from low-income families who are black or Hispanic (with an increasing number of Asians). Scores on standardized achievement tests and the Scholastic Aptitude Test for these students consistently range lower than scores for white students from middle class families. Until recently, students in Rochester schools also did less well on achievement tests than comparable students in other New York State cities. According to district reports, eighty percent of kindergartners fail the reading-readiness test and thirty percent of high school students drop out before graduation.

Under terms of the contract, teachers whose performance is judged substandard by their peers and administrators would be assigned the best mentors (lead teachers) to help them do better. Tenured teachers who cannot do better would be encouraged to leave the profession.

Judy Koehler, who has been teaching English for 22 years and aspires to become a lead teacher in the new system, was quoted as saying, "Traditionally, the only way up was to be a department head or a vice principal, but I never wanted to do that." Now, perhaps, she won't have to.

Merit pay-plan for retention?

Since 1908, when the Newton, Massachusetts, schools launched the nation's first incentive pay plan for teachers, such programs have gone in and out of favor with school districts. Today, an increasing number of school systems are again experimenting with various proposals to provide increased compensation to the best teachers.

Robert R. Spillane, superintendent of schools in Fairfax County, Virginia, a district experimenting with a merit pay plan, told fellow administrators at a recent AASA convention that there are three goals of merit pay:

- It rewards outstanding teachers with salary and prestige.
- It strengthens the teaching profession by cultivating leadership from within.
- It makes it professionally and financially advantageous for the best teachers to remain in the classroom, thereby improving the quality of education for students — which is the bottom line.

Spillane believes that "the key to the success of any merit pay plan is a valid, reliable, objective performance appraisal method, carried out by trained, qualified evaluators."

The good merit pay plan, he said, "reflects the research on effective teaching, involves teachers in the design and implementation, and ensures the expertise of evaluators. In Fairfax, teachers — including representatives of the teachers associations — are involved in designing, testing, and modifying the evaluation instrument; are trained to serve on observation teams as peer evaluators; and constitute a majority of an appeals board which reviews...evaluations."

While merit pay programs can improve performance among some employees, it can also undercut morale among those who do not receive recognition. A *Newsweek* article on merit pay cited surveys showing that roughly 80 percent of all American workers believe they are above the norm. "We have this American myth, like Lake Wobegon, that everyone's above average," said Robert Ochsner, senior vice president of Hay management consultants.

In defending the concept of merit pay, Spillane says: "We have depended for too long on the intrinsic rewards to hold good teachers whose income was supplemented by a second salary — either from a spouse or a part-time job. Better salaries for all teachers must proceed merit pay for selected teachers."

The Ladue, Missouri, School District (enrollment: 3,100) has had a merit pay plan since 1953, making it one of the oldest in the country. A key ingredient is evaluation of teacher performance. Principals have received extensive training in evaluation, and the district has adopted a variety of measures to ensure consistency among all the district's principals. Each principal's evaluations are reviewed by the superintendent and by other principals; as a result, principals spend considerable time monitoring their teachers' instruction.

In the Ladue plan, teachers receive merit points on the basis of their evaluations. Each point is worth so many dollars, depending on available funds in any given year. The dollar value of each point has ranged from $100 to $500. A teacher may earn as many as 15 points; in some years a few teachers have received no points, but that is rare. The district offered a starting salary in 1986-87 of $19,000 and paid an average salary of $32,505. The top salary was $46,000.

An important part of the Ladue system is the Committee on Evaluation. Composed of administrators and teachers, the committee is charged with monitoring the system and recommending changes.

Career ladders

The Rochester plan is a version of a career ladder, with its four major steps (categories): intern, resident, professional, and lead teacher. In other districts using the career ladder approach, the steps are usually four to six in number, and they may go by other names.

Career ladders are designed to keep teachers in the district or state that adopts the plan, but if not that, at least in the profession.

Daniel L. Stufflebeam, chairman of the Joint Committee on Standards for Educational Evaluation, points out that career ladders may not produce the results intended if good teachers must wait too long to earn the additional benefits of the career ladder — that is, if incentives do not begin until step two and it takes a teacher five or six years to get to step two. In such instances, the highly qualified teacher — the one the district most wants to keep — may not be willing to wait. That was Stufflembeam's criticism of the Tennessee career ladder system, where teachers at Career Level I can advance to Career Level II only after five years service and upon the approval of a state evaluation team.

In the Tennessee program (which is being revised), Career Level II and III teachers are eligible for extra pay, may apply for an 11- or 12-month contract, and may receive time off for curriculum design and for conducting inservice education programs.

The 1984 Tennessee plan established five steps by which a teacher could advance:

Step 1. This is a probationary step. First-year teachers are carefully evaluated.

Step 2. A probationary teacher who is approved by the evaluation committee can move up to apprentice teacher after the first year. An apprentice license is good for three years. During the period, an apprentice is evaluated frequently.

Step 3. If an apprentice teacher receives a satisfactory evaluation, he or she may be certified as a Career Level I teacher. This certificate is good for five years. During the period, the teacher must be evaluated at least twice.

Step 4. After five years, a Career Level I teacher may become a Career Level II teacher if approved by a state evaluation team. A Career Level II certificate also is good for five years.

Step 5. In order to achieve Career Level III status, the teacher must again be approved by state evaluators.

Another career ladder program is the one adopted by the Charlotte-Mecklenberg, North Carolina, School District. The plan has six steps: Provisional, Career Nominee, Career Candidate, Career Level I, Career Level 2, and Career Level III. Both the provisional and career nominee steps are considered probationary, and each step is intended to last one year. A career candidate may be in the third, fourth, fifth, or sixth year of teaching. Whereas tenure is normally granted in the state after the third year of teaching, tenure in Charlotte-Mecklenberg is not granted until the fourth, fifth, or even sixth year.

The program emphasizes professional development, using mentor teachers (usually those at Career Levels I or II). As with most such plans, it is closely linked to teacher evaluation. "As teachers move to each higher level on the career ladder," Charlotte-Mecklenberg officials have reported, "their responsibilities and obligations — as well as their compensation — increase. It is expected that career level I teachers will help new teachers. Career level II teachers have responsibilities in curriculum development...."

Charlotte-Mecklenberg district officials say they are satisfied with progress made by the plan. They cite a recent survey which found that 45 percent of the district's teachers feel that they have "stretched, grown, and learned" because of their participation in the career ladder program.

The movement to adopt career ladders, which gained some favor by many educators and state legislators a few years ago, has slowed down considerably at the state level, largely because of criticism such as Stufflebeam's. Albert Shanker, president of the American Federation of Teachers, has said he was pleased that career ladder systems now are being tried more by local districts rather than states. "The movement to develop career ladders and differentiated staffing is increasing, but on a much healthier basis," Shanker said.

Career ladder plans are too new to assess whether one of their primary goals — retention of good teachers — is being realized. Lynn Cornett, director of the Southern Regional Education Board's career ladder clearinghouse, believes that it is "too soon to tell whether performance-pay plans are working or if they are here to stay."

What keeps teachers on the job—an overview

Teachers decide to remain in a district and in the profession for reasons other than — or in addition to — monetary rewards.

There is a unanimous agreement among professional organizations of teachers, principals, administrators, and board members about retention. It is this: "A powerful motivator for some teachers is improved working conditions. Eliminating chronic discipline problems, increasing the amount of time teachers can spend on instruction, or providing comfortable offices and work spaces for teachers can all serve as incentives to improve teacher performance."

Teacher Incentives: A Tool for Effective Management by Cresap, McCormick, and Paget, has listed "a variety of improvements in working conditions that might be used to...retain teachers." Here is the list:

- Developing a schedule that allows teachers common planning periods, and encouraging teachers to work together to develop instructional materials.
- Developing an effective program to deal with persistent student discipline problems.
- Reducing the interruptions in classroom time by limiting announcements, special pull-out programs, and extracurricular activities.
- Hiring administrative aides to handle clerical duties.
- Improving physical conditions, such as providing high-quality textbooks, instructional materials, and equipment.
- Establishing acceptable class sizes.
- Providing teachers with office space for use during non-instructional time.
- Providing teachers, departments, or schools with discretionary funds that can be used for special projects or activities.

We add to this list actions that some districts have taken to "prevent teachers from leaving" as reported by respondents to the AASA survey. Actions include:

Liberal professional leave. Many teachers complain they are seldom given a day or two off to attend a regional, state, or national conference that could sharpen their skills and give them the opportunity to exchange views and practices with other teachers. They look to their district to reimburse them for travel costs to such meetings.

Tuition reimbursement. The district pays the college costs for those teachers who take additional courses or strive toward advanced degrees.

Positive relations at the bargaining table. Some school boards and administrators are working with the local teachers union to reduce or eliminate the adversarial relationship that exists in many districts at the time of negotiations or collective bargaining.

Employee recognition. Some districts are finding it advantageous to select an outstanding teacher of the month or year; to report in the local media the accomplishments of teachers; to acknowledge very good work by teachers at public meetings of the school board; and to nominate teachers for regional, state, and national honors or prizes.

Grants for professional development. An increasing number of local, state, and national programs are designed to give teachers small grants (for which they must apply) to enable them to upgrade their instructional resources and techniques. One such program is administered by AASA. Sponsored by the Student Loan Marketing Association, the program awards $1,000 grants to approximately 100 new teachers each year across the country.

Improve working conditions. *Working in Urban Schools*, a 1988 survey by the Institute for Educational Leadership (IEL), found that many teachers in urban schools lack even the most rudimentary supplies. The report noted:

> When basic school resources, such as textbooks, supplementary materials, audio-visual equipment, and support staff are lacking, teachers' energies are drained away from students into activities akin to foraging. If their efforts fail, teachers purchase materials themselves, but often the end result is to limit classroom activities and undercut expectations for success.

The same report found that working conditions affect teacher attitudes and behavior. Schools that were perceived as having few problems with working conditions generally had 96 percent staff attendance rates or better. In addition, teachers in these schools said they worked harder, felt they were more effective in the classroom, and were more satisfied with their jobs. "Administrative leadership," the report concluded, "is the key to how building conditions, policies, and practices affect teachers. For all the most highly rated schools, strong administrative leadership was an important factor."

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Holding on to the Newly Hired Teacher

Change of mind is not unusual among newly hired teachers. Here are suggestions for holding the newly-recruited teacher:

- Create a new teacher hotline to help prevent newly hired teachers from getting "contract remorse." Assign one person to answer the hotline (the phone number will be in the folder that new teachers receive when they are hired). The "hotline person" will serve as a liaison and help get all the new teachers' questions answered.
- Get the new teachers settled quickly, so they can start school feeling at ease. Twenty-nine Palms mails new teachers a welcome brochure, and provides a list of residents who have volunteered to put up new teachers for a night or two. In cases of dire need, the district will make cash advances.

Joan Burnside, assistant superintendent for educational services, Morongo Unified School District, Twenty-nine Palms, California

Teacher Organizations' Position on Career Ladders

Although teacher unions have supported incentive pay programs in some districts or states, both the NEA and the AFT have policy statements that express serious reservations about the workability of such programs. For example, the NEA policy statement reads:

> NEA is opposed to any compensation plan that bases salaries on favoritism, subjective evaluation, or arbitrary standards in the absence of clearly defined performance criteria. But NEA is willing to discuss career-incentive plans once the salary needs of all teachers have been addressed. Such plans must involve employees in their initial formulation and provide rewards for instructional competence without removing excellent teachers from teaching.

The American Federation of Teachers' policy statement includes similar wording. While noting that AFT "believes that incentive pay or discretionary merit pay is not the best solution to the problem [of recruiting and keeping quality teachers," the statement adds that the AFT does support "a radical restructuring of teacher compensation systems."

AASA Position on Merit Pay

AASA supports the concept of compensating school employees based on their performance. Those who work harder and produce more should have the opportunity to earn more. However, local school systems should review available research and the experiences of other districts to determine the compensation system that will work best in their communities. AASA believes those who will receive the compensation (school employees), those who must administer the system (administrators), and those who must provide the resources (board members and community), should be involved in developing the system. AASA further believes that school employees should receive salaries commensurate with other positions requiring at least a college degree, and that merit or incentive pay should be in addition to a competitive basic salary.

AASA Position on Career Ladders

Differentiated staffing provides opportunities for advancement within the teaching profession and contributes to the effectiveness of individual teachers. AASA supports the development of "career ladders" in communities where this approach meets the approval of teachers, administrators, and the public.

How One School District Retains Its Teachers

Based on conversations with Superintendent Mel Winter, Olathe School District, Kansas

Superintendent Mel Winters has presided over the fast-growing Olathe School District in Olathe, Kansas, a suburb of Kansas City, for the past 20 years. The enrollment at the end of the 1987-88 school year was 12,757 — and climbing. Three new elementary schools were scheduled to open in the fall of 1988.

And here is a striking fact: Over the past two decades, no teacher in the Olathe system (currently there are approximately 1,000) has filed a grievance, although a procedure for doing so exists.

What factors operate in Olathe for retaining good teachers and keeping them generally satisfied and productive? Superintendent Winters provides the answers:

- **Consistent regulations** on student discipline, homework, and teacher-parent conferences. The regulations are unique to the district; they were developed with teacher participation.

For example, even though state law allows corporal punishment, administrative procedures do not permit it.

The district resorts to out-of school suspension in only a few cases, usually in instances where students have been found guilty of carrying weapons or for drug and alcohol abuse. Teachers are more in sympathy with in-school suspension or assignment to alternative schools because students are able to keep up with their work and teachers are not faced with as great a challenge when the students return to their regular classes.

The administration recommends no homework assignments until fourth grade; and guidelines request that, thereafter, assignments advance student learning, that they do not repeat work done in class, and that homework never be punitive. The teachers say they have appreciated guidance on homework assignments because of the often conflicting information they have obtained in college, from reading articles, and from talking with other educators.

Parent conferences are scheduled twice a year in elementary schools. Teachers are encouraged to meet with parents

at other times as necessary. In some school districts, teachers are unhappy with conferences because parents do not show up for appointments. Over the years, the Olathe School District has built a climate where parents and teachers see value in the conferences. Parent attendance has been consistently high.

On days conferences are scheduled, students attend classes half a day. Teachers use the afternoon to prepare for evening conferences and to begin seeing parents. Teachers receive no extra pay or compensatory time off for conferences held in the evening.

- **Principals are trained in listening skills and human relations.** Most Olathe principals come from the district's teacher ranks. Therefore, the administration has an opportunity over a period of years to assess candidates' human relations skills, including their ability to encourage and pay attention to colleagues' ideas and constructive criticism.

- **Safe, clean schools.**

"Good working conditions are very important to teacher satisfaction and retention," said Winters. "I am confident that excellent facilities attract and hold teachers." Because Olathe has grown rapidly since the late sixties, approximately 75 percent of the schools have been built since then. As a result, most of the facilities are in generally good condition. "It is important always to keep schools in good repair," Winters said.

- **Opportunities for professional activities.**

The Olathe school system set aside $80,000 in the 1987-88 budget for classroom teachers who wish to attend regional, state, and national professional meetings (additional money is available for special education teachers). "We are able to accommodate 80 percent of the requests from teachers who want assistance," Superintendent Winters reported.

- **Helpful inservice education.**

The secret to providing helpful inservice education for teachers is to allow them to devise most of the programs ("Teachers can get turned off and resentful if too many inservice days are designed primarily by the administration".)

In Olathe, teachers may voluntarily attend a number of before-school and after-school programs that they feel are important in helping them do their jobs better. Attendance at these inservice sessions is high, although there is no extra compensation.

- **Interesting and useful faculty meetings.**

Principals are advised not to hold faculty meetings just for the sake of having a meeting, but to have good reasons for scheduling them — teachers have more important things to do with their time than to spend it in an unproductive meeting. Principals also are encouraged to give ample opportunity for teachers to have their say at meetings on matters affecting them. (For a while, Winters requested minutes of faculty meetings so that he could keep track of what occurred.)

Faculty meetings usually take place after meetings of all district administrators. One result of this practice is that principals get an update on what is going on at other schools and at the central office and can bring to the teachers in their own schools up-dated information.

- **Acceptable reassignment policies.**

Teachers who want to transfer to another school are requested to apply by March 1. "We try to accommodate such requests whenever possible, which is most of the time," Winters reported.

When it is necessary to reassign teachers to another school, district officials first ask for volunteers. When a need cannot be met with volunteers, assignments usually are made on the basis of seniority or lack of it.

When the district is staffing a new school, it is necessary to reassign some experienced teachers to the new school so that all of its teachers will not be newly hired or beginners. Again, asking for volunteers usually works.

- **Effective grievance procedures.**

A team of five administrators, including the superintendent, and five teachers meet monthly to discuss teacher needs, criticisms, and suggestions. Winters calls these meetings a "meet-and-confer" process.

Among the 300 or so districts in Kansas, he said, perhaps only a half dozen maintain a meet-and-confer process like Olathe's. The others engage in formal, structured negotiations between teachers and the administration.

The fact that no teacher has seen the need to file a grievance in 20 years may attest to the effectiveness of the Olathe procedure. "It may be old-fashioned, but it works," says Superintendent Winters.

Other AASA Critical Issues Reports

Students At Risk: Problems and Solutions. Helps all concerned with the welfare of children and youth understand the forces that bring them to and over the brink of school failure. Offers scores of strategies and programs for meeting the needs of students who are at risk because of neglect, poverty, abuse, an English deficiency, drug and alcohol abuse, because they are academically over- or under-challenged, and for other reasons. (112pp; 1989; $13.95; Stock #021–00213).

Teaching Thinking and Reasoning Skills: Problems and Solutions. Shows how teaching, thinking and reasoning can be incorporated into the curriculum. Reviews the research and explores programs now at work in schools across the nation. (80pp.; 1987; $13.95; stock #021-00175).

Staff Development: Problems and Solutions. This outstanding publication will help you improve your professional development program for all staff. Exemplary programs are included. (80 pp; 1986; $13.95; Stock #021-00164).

Promoting Health Education in Schools: Problems and Solutions. An informative overview of both the problems and prospects for school health education. (68pp; 1985; $13.95; Stock #021-00152).

Raising Standards in Schools: Problems and Solutions. Includes results of the studies for improving standards and tells how to involve key community groups in achieving quality education. (88pp; 1985; $13.95; Stock #021-00145).

Improving Math & Science Education: Problems and Solutions. Includes examples of how districts are improving math and science education; lists of booklets and other materials developed for grades K-12. (92pp; 1985; $13.95; Stock #021-00131).

High Tech for Schools: Problems and Solutions. Details planning models; examines "computer literacy"; and offers advice on hardware, personnel and staff development, software, and uses of computers in administration and special education. Also discusses cable television, electronic networks, and videodiscs. (96pp; 1984; $12.95; Stock #021-00122).

The Role of the Principal in Effective Schools: Problems and Solutions. Details the principal's role as instructional leader and manager; training, selection, and evaluation of principals; and how the superintendent/board help principals become more effective. (96pp; 1983; $12.95; Stock #021-00839(.

Planning for Tomorrow's Schools: Problems and Solutions. Examines the ingredients of effective planning. Offers planning models and checklists; advice on involving staff and community and setting goals and objectives; information demographics, politics, finance, and attracting good teachers. (80pp; 1983; $12.95; Stock #021-00832).

Building Morale . . . Motivating Staff: Problems and Solutions. Identifies morale builders and morale killers. Includes case studies of districts with excellent morale; tips on inservice, communications, evaluation, and managing conflict (80pp; 1983; $11.95; Stock #021-00834).

Teaching Writing: Problems and Solutions. Describes successful writing programs, how to teach students to use the writing process, tips on inservice for teachers, the principals roles, and how to evaluate grade student writing. (96pp; 1982; $11.95; Stock #021-00901).

School Budgeting: Problems and Solutions. Describes making the budget an integral part of the school program; budgeting methods; planning ahead; and primers on finance campaigns, PR, negotiations, and lobbying. (72pp; 1982; $10.95; Stock #021-00900).

Declining Enrollment-closing Schools: Problems and Solutions. Details lessons learned about declining enrollment. Selected as "must reading" by the National School Boards Association. (88pp; 1981; $10.95; Stock #021-00336).

Collective Bargaining: Problems and Solutions. Selected "must reading" by the National School Boards Association. (95pp; 1981; $10.95; Stock #021-00330).

Student Discipline: Problems and Solutions. Selected "must reading" by the National School Boards Association. (80pp; 1980; $9.95; Stock #021-00334).

How Schools Can Save $$: Problems and Solutions. Includes suggestions and case studies on cutting the costs of staffing, fringe benefits, energy, and insurance. (80pp; 1980; $8.95; Stock #021-00333).

Teacher Competency: Problems and Solutions. Selected "must reading" by the National School Boards Association. (80pp; 1980; $8.95; Stock #021-00332).

Keeping Students in School: Problems and Solutions. Offers help to school districts facing staff dismissal in cases of incompetence, declining enrollment, or budget problems. (80pp; 1978; $8.95; Stock #021-00512).

The Competency Movement: Problems and Solutions. Explains the pros and cons of the minimum competency movement. Includes guidelines (92pp; 1978; $8.95; Stock #021-00510).

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